

National Parent-Teacher

THE P.T.A. MAGAZINE

September 1958

Objects of the National Congress of Parents and Teachers



- To promote the welfare of children and youth in home, school, church, and community.
- To raise the standards of home life.
- To secure adequate laws for the care and protection of children and youth.
- To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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April 15, 1958, is
11,018,156*

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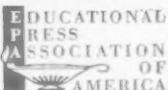
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National Parent-Teacher

THE P.T.A. MAGAZINE

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We are happy to introduce to our readers
the new president of the National Congress
of Parents and Teachers, Mrs. James C.
Parker of Grand Rapids, Michigan.
P.T.A. magazine in hand as usual, she
greets us with a gracious smile from the
steps of our National Headquarters.



Prelude to a new school year

ANOTHER SUMMER is almost over and gone. The leaves are drifting down; the sunlight filters through long, slanting shadows. And all over the country there is the sweet sight of children getting ready to go back to school. Across the country, too, the slight chill of autumn air is being warmed by unabated arguments about the nation's schools: What are their shortcomings? Do they require a new look fashioned along the old classical lines? Or does the familiar look, with some improvements, still fit best into democracy's dimensions?

Parent-teacher members will of course continue to think long and hard about such questions. As the newly elected president of the National Congress of Parents and Teachers, I shall hope that in their thinking they will bear these ideas in mind:

Before we advocate that any subject be squeezed out of the curriculum, let us make sure that its expulsion will not deprive children of some needful element in their educational diet. There are those—educators and laymen alike—who would tighten the curriculum by dropping such courses as family living, driver training, or physical education. With this suggestion many of us would disagree. We believe that even our academically superior and gifted students have bodies to be kept whole and healthy. They too live in families and will have responsibilities for rearing children. How, then, can we possibly ignore such important human subject matter as family living? Our civilization is family-centered. The institution of the home is as much a part of our cultural heritage as political freedom or government under law.

Moreover, anyone who is truly informed cannot pretend that there are painful alternatives here. We do not ask our schools to substitute driver training for mathematics, physical education for science, or family living for English. We can teach both the so-called staple subjects and these other courses without compromising our educational goals or lowering academic standards. What we need is a generous school

day. What we need is to give education the time it merits in young people's lives. What we need is to give it the priority it deserves in the financial and talent ledgers of the community, the state, and the nation. As the Rockefeller Report on Education points out, "All the problems of the schools lead us back sooner or later to one basic problem—financing."

The Rockefeller Report, aptly titled *The Pursuit of Excellence*, should remind us of another truth—one that is central in all P.T.A. effort. Surely the home, despite all social changes, remains the source of a child's personal goals, attitudes, code of conduct, and moral standards. Surely it is in the home that the pursuit of excellence must be initiated and nurtured; otherwise the necessary zest and endurance will be lacking.

If there is a trend to shift parental responsibility to the school, we would reverse that trend. The home has a vastly more important function than to serve as the school's dormitory and boarding table. Would we send children to school with a desire and respect for learning? Would we instill in them the zeal to pursue excellence and the discipline it calls for? Then we ourselves must show a respect for learning—and for those from whom our children learn.

For the kinds of adult citizens we shall have, our schools bear a large responsibility. But for the kinds of pupils they have to work with, our homes are primarily responsible. The American way of life, as encouraged and developed by the school, has its origin in the home. Hence if we would strengthen this nation at its source, we can do no better than to strengthen our homes. Strengthening them, we shall be serving both our children and our country.

Harla R. Parker

President, National Congress of Parents and Teachers

Mature Minds

Essential not only to America's strength but to her moral greatness is the maturity of her citizens. You readers, no less than the delegates who heard Father Reinert at our annual convention in Omaha, will want to reexamine the lifelong process of maturity in the light of what he has to say about it.

This article is adapted from the noted educator's vesper service address.

"THE WORD 'MATURITY' is used so loosely it flaps," said Michael Drury recently in the *Reader's Digest*. "If you are mature, you are presumed to be happy, secure, married, well liked, and something called adjusted. If you aren't mature, you are either incorrigibly defective or warped, and heaven help you. Such dogma betrays a passion for what maturity decidedly is not: wrapping life up in neatly labeled packages."

In reality, Mr. Drury goes on to remind us, maturity is a continuous development, and realizing *that* is in itself a mark of maturity. "One does not arrive at it in some magical moment and stay there for the rest of his life. Physical adulthood has very little to do with it. There is a maturity proper and possible to every age."

So maturity is really a certain kind of continuous development—a development of the ability to make wise decisions. But what are the necessary conditions for wise decision-making, and how can we develop them in the minds of American boys and girls? I would like to suggest that there are four such essential conditions.

First of all, from the day a youngster becomes capable of making a decision he will immediately become a hazard to his own welfare and to the rest of us if he is not a morally responsible person. Unless he knows and accepts the moral facts of life, he can never be mature in any true sense of that word. Today we ask, How is it possible that gangs of our young people wantonly destroy school property, beat up teachers, commit sex crimes that would astonish hardened criminals?

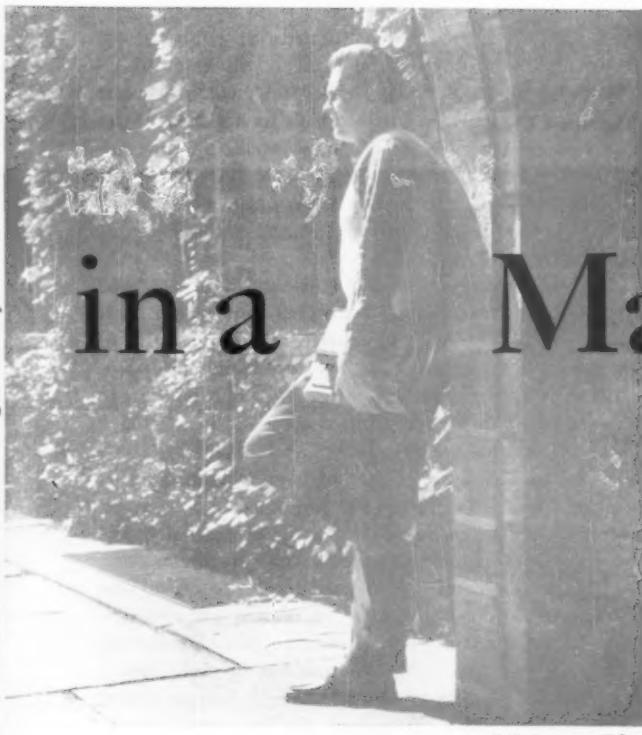
We are not giving the total answer when we blame all this on broken homes, cheap entertainment, and slum environment. These are important but secondary causes. The down-deep cause is that such boys and girls have no clear concept of the difference between right and wrong, good and evil. They are

morally irresponsible because they have grown up basing their decisions merely on their own personal desires or on fear of the police or some other authority. The fundamental condition for maturity is the ability to make personal decisions in the white, inescapable light of moral truth. "I know that right is right no matter where I am, that the one thing I can never escape is responsibility to God, which I have solely because I am a creature come forth from his loving, fatherly hand."

Deeds of Good and Evil

How do we help our boys and girls acquire this sense of moral responsibility? If a father and mother have any duty whatever toward their child, it is to nurture within his mind and heart a sense of duty to what is morally right. Our own experience as well as the research of psychologists proves that by the time little Johnny enters kindergarten he already has a code of ethics; he either recognizes or doesn't recognize a legitimate authority to which he should be responsible. This moral sense need not—in fact, should not—be dependent on a fear of punishment. It should spring from the child's growing awareness that peace and happiness in the world depend on order, that evil-doing always results in disorder. This prime God-given responsibility of the parents cannot be delegated to someone else except in a secondary, supplementary fashion.

What about the duties of teachers in the area of moral training? In school moral responsibility is as much caught as it is taught. Our pupils are, in the long run, far more affected by what we *are* than by what we *say*. The classroom teacher, therefore, can do most to establish moral responsibility in his students by being a morally responsible person himself. The pliable, impressionable nature of the child is shaped for life by the standards of right and wrong actually being followed by his parents and teachers.



The Very Reverend PAUL C. REINERT, S.J.
President, St. Louis University

in a Mature America

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But in the mature person moral responsibility is supplemented by other conditions. Such a person must also possess the knowledge he needs for the kind of decisions he will have to make. In order to meet this second condition of maturity, then, what knowledge does the youngster or the adolescent need? He needs skills and tools that will make him at home in the world of ideas. We all know what these tools are: ability to spell and write, to read and speak intelligently, to think and work productively.

Furthermore, knowledge for any boy or girl must certainly include his cultural heritage, the accumulated wisdom of the past, the values that have been handed on in our living human tradition—values in arts and the sciences and in philosophy and religion, all the truths that great minds of the past garnered from every conceivable source. To put it another way, every youngster has a right to that intellectual inheritance by means of which he first becomes a real person—one who shares in the history of the human family. Hence as we choose from the world of ideas what knowledge each youngster should possess, we must give first and overriding preference to those content subjects that belong to him as a person. In second place stands the knowledge he may need if he is to become a mechanic, an engineer, an accountant, or a physician.

How can the knowledge of human wisdom be imparted to our young people? Only by teachers who

themselves share deeply in this fund of wisdom. A teacher must know far more than he can hope to transmit to his youngsters. For that reason alone we Americans must attract into the teaching profession large numbers of the most talented and academically capable young people in the country. To do this, we must find ways to improve teachers' salaries, social status, and general prestige. And for so select a group we must provide a basic preparation that includes a solid liberal arts content with real intellectual demands.

So far we have stated two important conditions for producing maturity: a sense of moral responsibility and the knowledge necessary for the mature decisions to be made. But these are still not enough. Good men with plenty of know-how reach unwise, immature decisions at times. The fully mature person must also have a command of the fundamental principles of balanced and orderly thinking. A rational approach to the whole compass of human life is possible only if a boy or girl develops reflective intelligence—that is, the ability to marshal the wealth of knowledge he has acquired so that it can be put to orderly use in his everyday life. Order in the use of knowledge demands order in acquiring knowledge. Thus learning must be a process with a clear purpose and pattern kept always in view. And our teaching materials must be chosen with the goal of unified understanding constantly in mind.

How can parents and teachers guide our young people to a maturity that includes reflective intelligence? By insisting not only that our curriculum from grade school to college be composed of courses with solid content but that these courses be integrated into a reasoned pattern. This means that in the future far more must be done about articulating the programs in elementary school with those in high school. And there is an even greater need for articulation between high school and college.

Courses and curriculums are never ends in themselves. It is what they do to the student that is significant. Habits of mind and balanced, integrated thinking are more important than information about everything knowable. People with photographic memories may amaze and entertain us, but often they are incapable of making wise, mature judgments in their personal lives.

Courage Is the Core

One last condition of maturity is yet unfilled. The mature person needs *courage*. I am not talking of that extraordinary quality which occasionally impels a man to a heroic deed that others would shy away from. I am not thinking of the rare decision made in the flash of a moment—the decision, for example, of that American pilot, falling toward the ocean in his crippled, flaming plane, who deliberately crashed into a Japanese ship during World War II. Such courageous acts are worthy of medals and decorations, but for most of us courage is not of the passing moment; it has nothing to do with physical stamina; it is not a daring recklessness. Courage is a moral, a spiritual quality. It is a cold choice between two alternatives, a fixed resolve to stand by one's convictions. It is an act of renunciation that must be made not once but many times by the power of the will.

Here is the kind of courage our man of maturity must have: The courage that will enable him to live up to his ideals day after day, year after year. The courage to stand up under opposition and ridicule, to face duty squarely even when others may be doing the exact opposite. The courage that is guided not by ruthlessness but by reason. The courage that never falters, because it is founded foursquare on faith in God and on the conviction that what is right will inevitably triumph.

And how can parents and teachers help to instill this rugged courage in young Americans? By overcoming the far too prevalent notion that the educational process is one in which the school and the teacher dispense knowledge and the student passively accepts it, much as he would extract a candy bar from a vending machine. Learning demands initiative and effort on the part of the learner. In a very real sense what the wise man said long ago still rings true: "Knowledge maketh a bloody entrance." We all know what happens in an atmosphere devoid of

challenge, of reasonable standards of competition. In such an atmosphere the typical youngster of today, particularly the more gifted one, will not exert himself in even remote proportion to his capabilities for intellectual growth. We must strike in our students the spark of enthusiasm, the thrill of the struggle against ignorance, and the courage that comes from knowing what it means to meet daily academic demands.

How can we energize our students' will to learn? By insisting on scholastic standards that match their ability; by impressing them with an appreciation of the dignity of human work; by enriching the opportunities in all fields of learning. And, finally, we can remove from the curriculum those courses that lack substantial intellectual content and so are not well adapted to the development of human courage.

Above all else—and here parents are primarily responsible—each individual needs to cultivate the deep, personal conviction that he really is not morally free to decide whether he will exert the effort and make the sacrifices necessary to realize his abilities. Morally he is no more free to make this choice than he is to decide that since fortune has brought him a superabundance of this world's goods, he can throw money away with no regard for his stewardship. Brains are an infinitely more valuable asset than money; it is, then, more sinful to squander the former than the latter.

The Way of Wisdom

In a free society a man has an obligation to keep that society free, by using his talents for the combined benefit of himself and his fellow men. This kind of motivation toward courageous maturity must begin early, with the instilling of a sense of responsibility by a youngster's father and mother. It must be continued without interruption through each year of his education, so that by the time he is in high school he will have formed his own convictions about the duty he has, before God and his neighbor, to make the best possible use of his talents. Only this abiding sense of moral obligation will produce the final condition of maturity—courage, fortitude, the never-say-die spirit.

Historically, of course, our beloved country is still a comparatively young nation and can scarcely be called mature in a chronological sense. The only true sense in which America can reach maturity is through the maturity of her citizens. And maturity, I repeat, depends upon the ability to make wise decisions. In sum, wise decision-making demands four conditions: moral responsibility, relevant knowledge, orderly thinking, and courage. If our homes and our schools, our parents and our teachers concentrate on developing these four qualities in our boys and girls, then we shall be guaranteeing for the future the goal expressed as "Mature Minds in a Mature America."

*The first article
in the 1958-59
study program
on the
preschool child.*

Can a Child Be Too Good?



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ANNA W. M. WOLF

THERE HAS always been a word for it. "Unnaturally good" is one way of putting it—or "too good to be true" or "teacher's pet." "Goody-goody" and "nasty nice" we used to say, and there was also the quaint notion (betraying our basic dislike of the type) that the good die young. This went along, no doubt, with our secret admiration for the young "limb of Satan," whom we regarded as wholesome—abounding in vitality and destined for a long, successful career.

But let's not be lured too far in this tempting direction. On the whole, a child who is learning to behave in a civilized way, responsive to love rather than driven by hostility and fear, is well on the way to health and balance. He is not "too good," even though we are sometimes deceived by the child whom we see only on special "company" occasions when butter won't melt in his mouth.

The really too-good child almost never can let go. His control is too rigid, as if he fears something. He seems to be studying other people's wishes, finding his greatest happiness in their approval. Grown-ups are often drawn to such children because in some ways they make excellent companions, never giving any trouble. Their very dependence makes us

feel needed and wanted, which is gratifying. As we grow to know this kind of child, however, we come to question his compliant behavior. We sense that back of the charm and the surface gaiety there lurks a dangerous passivity which we may, all unconsciously, be fostering. Indeed it is often hard to know what to do, for such a child is genuinely in need of us. A rebuff from a grownup or an older child may be a bitter blow.

We are further puzzled because we know that to a large extent a child's life in the preschool years is centered in his parents. He needs a considerable period of dependence; yet even in the ages before five years, a healthy youngster shows signs of impatience and a growing impulse to be up and off.

Weakness Under Cover

The child who doesn't feel this wholesome impulse tends, as he gets older, to shy away from others his age. Since he lacks the freedom of expression and the rambunctiousness normal in early childhood, any unruliness in others alarms him; he feels safer with grownups. True, he may finally succeed in finding a comfortable place for himself among other young-

Boisterous, overaggressive Billy is a problem at home, at school, and on the playground. Grownups do something about him because they have to. Meanwhile Jacky, a quiet figure on the sidelines, hungers for satisfactions desired. He's not so easy to understand, but let's try to get acquainted.

sters, which temporarily satisfies him and in which he gracefully takes orders, runs errands, does favors. Sometimes he may buy a place for himself with gifts of toys or money, with treats, or with flattery. When his need to curry favor becomes too obvious, it is self-defeating. But as time goes on, he may gain more finesse; the basic weakness is well masked. "I can always depend on Jacky," the teacher comments. "He is my right-hand man!" Yet perceptive parents and teachers are troubled by Jacky's perfectionism and note that he takes much too hard any failure to meet the highest standards.

With such children the great changes that adolescence usually brings are scarcely apparent. Adolescence is a period when the average youngster, especially in the late teens, is in a state of revolt against the adult world in general and parents in particular. Acutely aware of the demands the world will soon be making on him, deeply doubtful of his own abilities to meet them, he is often swept by gusts of feeling that he cannot cope with. Unable to behave in any consistent fashion, he makes his parents the scapegoat and the target. "It's all their fault," he tells himself. "They don't understand." So he turns to friends his own age. And with them he tests himself by trial runs into the adult world.

The too-good adolescent is far easier to live with at this period. The storms that sweep into the lives of his friends pass him by. Safe in the harbor of parental approval, why should he venture forth—especially if he is also known among his friends as a peacemaker who offers no special challenge or competition? Later on, in the college years, he may emerge as a campus "big wheel." He can be counted on for sensible judgments. The dean will approve of him, and freshmen will admire him. But his classmates may find him "hard to get close to."

Conflict and Consequence

It is only fair to ask, What is wrong with this picture? Isn't there room in the world for the peacemaker? If later he seems less "interesting"—well, we can't all be interesting. Don't tranquilizers have their place in the scheme of things, along with stimulants?

Our answer lies in the fact that the closer we look at this child, the more we realize how great is the anxiety that goes along with all his compliance. The too-good child is not really free from the hostilities

and aggressions that all of us harbor, to some degree, toward the people in our lives. He is merely repressing them. The ready compliance is born of an unreasoning fear that if he reveals himself he will lose the love of those he depends on for protection. With this goes unrest and a feeling of inferiority. In his heart he knows that in living to please he is sacrificing his full powers; so he suffers a kind of emotional impoverishment.

In adult life this sense of something missed may enter into the individual's conscious experience. "I've never been able to care enough for anything to fight for it," said one grown woman wistfully.

"The happiest moment of my childhood," said another, "was when my mother caught me in the only lie I ever told and said I was a naughty girl. I hated being the good one of the family."

In these and other ways, persistent denial of the primitive impulses takes its toll. Various mild or severe emotional and physical disturbances may appear. In some cases the whole defensive mechanism breaks down and the child or adult becomes sick, nervously or physically. Yet this is not inevitable. Grown-up too-good people may sometimes go through life fairly comfortably. Their lives merely lack vividness; their feelings are muted; their capacities, which may be great, are never developed to the full.

What can parents and teachers do to allay the anxiety of the too-good child? Rather than jump to conclusions, we must know him under a variety of circumstances. If along with the sunny smile and the quick, endearing "Okay!" he can also be noisy, self-assertive, even aggressive now and then, if strong feelings get expressed—these are healthy signs. If he has an urge to do things his way, even if it's not the best way, if he is straining for independence with an energy that somewhat exceeds his judgment—these also are ways in which the healthy child tests his capacities and gradually gains strength.

But just as being active is a sign of health, so passivity in a young child is a symptom of something wrong. The too-good child holds back on all fronts. He depends largely on being directed. Strong feeling frightens him. He rarely expresses any and eventually learns not to feel much. Seeing it in others paralyzes him. He remains aloof until it all blows over. He is quite likely to be physically timid too, and this adds to his sense of inferiority. But not always. He may have what it takes to be good at sports and, finding that he thus wins approval from all, adds athletic skill to his offerings.

If excessive passivity is the problem, much can be done by the early and continued efforts of parents and teachers. A mother who delights in her baby's growth will find ways to encourage activity and self-direction. She becomes his ally in each forward move toward adventure. She helps him acquire new skills and rejoices in them.

Helping the Child To Be Himself

A mother's willingness to foster all that is active and adventurous shows itself in many small ways. She allows her infant plenty of time to kick and splash in the bathtub. After a few months and within the bounds of safety and common sense, he may roam freely and get dirty. When he twists and squirms while being diapered she gives him something to play with, and gets so skillful with safety pins that she can fasten them while he is in motion. I have seen such a mother diaper her child while he stands looking out the window. Instead of shoveling his meals in as fast as possible, she seizes the moment when he wants to use the spoon and encourages him to do so even at the price of some dawdling and mess.

She gives him choices, too, when they are within his grasp. Does he want to take his tricycle or the wagon? Wear the brown or the blue play suit? If he asks for too many directions, she smiles and says, "You do it your way." If he asks too often for permission to do obviously harmless things, she replies, "Yes, of course. You don't have to ask me." And her tone inspires confidence. Above all, she expects, and takes in stride, a certain amount of naughtiness and open expression of anger and aggression. While maintaining reasonable control, she isn't forever preaching sweetness and light. Strong emotions don't frighten her.

Such a mother also enjoys taking real time to sit down and play with her child, doing just enough herself to stimulate him to do more. She follows his plan, not hers, praising especially whatever he does "all by myself." Reading a story, she gets him to choose what he wants and stops often for his comments. If she herself is the quick, efficient type it may seem to her at first that life has to be lived in slow motion. But she adjusts, discovering that such seeming waste of time is never really time wasted.

Both parents and teachers develop a "feel" for what part to play in their child's relation to other children. The too-good child may need some protection from his more aggressive playfellows, but he should be encouraged to protect himself. "Hold on tight. Don't let him have it," you may say when someone tries to snatch what he is playing with, and "Good for you!" when he asserts his rights.

The day may come when even the too-good child strikes out in anger. When this happens we are truly glad. It is not the moment for disapproval. ("Why John, I'm surprised at you! You never did that before. Don't you know we never hit people?") Instead this turn of the worm, even perhaps if the child is technically in the wrong, is best accepted as a step in the right direction.

Too-good children will also gain immeasurably by discovering for themselves that strong feeling is *not* dangerous and will *not* lose them love and approval. They will, therefore, be lucky if they can have con-

tacts with families that are naturally free, where people speak out easily, where emotions run high, and where the expression of "bad" as well as "good" feelings is taken in stride. Though this may at first come as a shock to the child who has never allowed himself such freedom, he may finally discover that, when all is said and done, these free and easy folk are also truly friendly and feel quite safe with each other.

Building for Strength and Freedom

It often happens that the too-good child does well in school. Why not? He is attentive and conscientious; his aim is to please. Parents and teachers can hardly do other than praise him for good marks. But it is important not to overpraise the child who merely learns by rote or echoes what the teacher has said. He should be helped to challenge what is taught, in an atmosphere that values initiative, independent thinking, and creativeness. Grownups should resist the temptation to hold the too-good child up to others as a shining example of excellence. No child relishes being a model. He is aware, if only vaguely, that this "goodness" proceeds from a deep-seated weakness, not from strength. Besides, it gets him in wrong with his more daring companions, whom he secretly envies.

The grownups in such children's lives, even when they are on the alert and perceive the problem very well, never have an easy part to play. Their relations to the overcompliant child are complicated by their own characters and preferences. If they tend to be overly controlled themselves and set great store by peace and order, they can hardly help putting too high a value on children's traits that fit in with their own adult needs. If, on the other hand, they find the passive goodness irritating, there is danger of their constantly betraying this feeling by impatience and intolerance. These the child rightly perceives as dislike and is thereby weakened and discouraged.

Like his opposite number—the unruly, overaggressive youngster—the too-good child rarely exists in a "pure" form. He has many healthy moments, and to these we must give steady support and wholehearted response. We must do this while staying ever alert to ways of helping him go further. We must sense the right moment for breathing on the spark that is within him and that may, if fanned a bit, light up strong feelings and free expression. So one day the child who is too good may find the courage to revolt against the half-self he is, in pursuit of the full self he may become.

Many parents feel grateful to Anna W. M. Wolf for the warm, wise counsel about child guidance they have found in her articles in the National Parent-Teacher and in such widely known books as The Parents' Manual. Mrs. Wolf is senior staff member of the Child Study Association of America.



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Economic Growth:

In our time it is an elementary law that no nation can afford to go it alone, independent of or indifferent to the fate of other nations. And so when the President of the United States asks American taxpayers to provide economic aid for new nations, is this policy based on humanitarianism or hard common sense—or both?

ONE DAY in October 1947 I was in Prague, sitting at breakfast with Jan Masaryk, then foreign minister of Czechoslovakia. He had just returned from a meeting in Moscow with Joseph Stalin. As I had also been a guest of Stalin, Mr. Masaryk wanted to compare notes with me.

There was probably no one in Europe at that time who knew more about Joseph Stalin than did Jan Masaryk. He was the son of the president and the founder of Czechoslovakia. He knew European history intimately. During that conversation he told me the Communist groups in his country were unruly and difficult to control, that they gave allegiance to the Kremlin and not to the government of Czechoslovakia. Yet though he knew Communists were increasing in number, he assured me Stalin was too smart a man ever to try to take hold of Czechoslovakia. The people of Czechoslovakia had always loved freedom, and Stalin knew they would fight for it, said Mr. Masaryk.

That was in October 1947. In March 1948 Jan Masaryk was dead. He had jumped or had been pushed out of a window in Prague. The Czechoslovakian republic died too; it became a Soviet satellite. In fact since the war twelve independent nations in Europe have become satellites of the Soviet Union. They are, as we know, being subjected to the worst kind of degraded colonialism.

We in the United States have been so interested in the power struggle between ourselves and the Soviet

Union that we have failed to recognize a great revolution taking place elsewhere in the world—a revolution that may be the single most significant event in the latter part of the twentieth century. This revolution is creating new nations out of old colonial empires. Since the war twenty nations have received their independence from colonial rule. Most of them are on the border of the Soviet Union; a few are in North Africa.

For a Place in the Sun

Here are groups of people—comprising about a third of the land area of the earth and a third of the world's population—desperately struggling to achieve status. They have come to realize that mass disease and mass poverty and mass illiteracy need not necessarily be hereditary. They believe what both we and the Russians have told them—that man has within himself the capacity to mold and direct his own life. And they are determined to do just that. If they can't do it by democratic processes, they are going to do it by dictatorial processes.

These twenty newborn nations have achieved political independence, but they do not have economic independence. And it is doubtful whether without some economic independence a nation can long survive.

President Eisenhower, recognizing the great responsibility that this struggle for economic independence imposes on the United States, recommended to

ERIC JOHNSTON

Chairman, Committee for International Economic Growth

Pathway to Peace

Congress the mutual security bill, which requested an appropriation of nearly four billion dollars. Sixty-seven per cent of this amount would be used for military purposes. It would furnish essential supplies for, and pay the rent on, more than two hundred bases that we have overseas. Also it would help countries that have military pacts with the United States (such countries as South Korea, Taiwan, South Vietnam, and Turkey), in their own defense and the defense of the free world.

I won't dwell long on this except to say that it costs one twentieth as much to arm a South Korean soldier to defend South Korea as it would to keep an American boy there. It would cost one thirty-seventh as much to arm a Formosan soldier and keep him in Formosa as it would an American boy; one eighteenth as much to arm a Turk in Turkey and keep him there.

Most people agree that money for these military purposes is money well spent. Of the remaining one third of the budget less than a billion dollars is to go for economic aid. This was the controversial part of the bill—the so-called "giveaway."

In the coming fiscal year Congress will appropriate somewhere between forty-six and fifty billion dollars for defense. Armament is important. We all know that we must be adequately armed because the one thing the Russians understand is physical force. But in reality all we can do with arms is buy time.

War is so hideous today that no one in his right

mind wants to engage in it, not even the Russians. Do you realize that the explosive power of one of the new hydrogen bombs is greater than the total power of all the explosives that have been set off since gunpowder was first invented? Do you realize that, with intercontinental ballistic missiles and hydrogen warheads, war has become so destructive that even the victor would be vanquished in such a struggle? War has become so hideous that the President of the United States says our country has abandoned force as an instrument of policy unless we are attacked. Yet in the past all problems were settled by threat of force. How can problems be settled between nations with an illiteracy rate of 50, 60, or 70 per cent unless force is used as a threat?

The only other method is that of influencing people on the level of their economic needs. Russia has embarked on such a program. I don't think the Russians have relinquished one iota of their desire to control the world, but they believe they can reach their goal by peaceful means. Mr. Khrushchev has said repeatedly, "We value trade least for economic reasons and most for political reasons." Why do we Americans never want to believe what a dictator tells us? Hitler told us in *Mein Kampf* what he was going to do, but nobody wanted to believe him. Nasser stated in his book exactly what he was going to do, and he did it. Khrushchev has told what he is going to do, and I think we ought to believe him.

Tricks of Trade

How are the Russians using trade and aid as political means? First, they are telling the less developed nations of the world, "Follow us. We have been able to do what you want to do. In the last forty years we have boosted ourselves from plows and oxen to tractors. We have been able to surpass the capitalistic nations. You can do what we have done. We will lead the way."

Second, the Russians are attempting to disrupt world trade for their own ends. For instance, during the last several months they have been dumping tin on the world market at less than the agreed-upon price. Then when tin miners in Bolivia, Thailand, South Vietnam, and Indonesia are thrown out of work, Russian propagandists there tell them, "You see, the capitalist system is no good. Follow us."

Third, the Russians have a large-scale economic aid-and-trade program. In the last two years they have lent or given to other countries nearly two billion dollars. When you realize that the gross national product—goods and services produced—of the Soviet Union is one third that of the United States, you can see that this amount is the equivalent of our giving something over five and a half billion.

Most of this money has gone to a few countries. In the last two years Egypt and Syria have received \$485,000,000 from Russia; during the same period

they received \$14,000,000 from the United States. Why are the Russians interested in Syria and Egypt? The oil pipelines from the Middle East, which has about 70 to 75 per cent of the oil reserves of the free world, pass through Syria, and the Suez Canal passes through Egypt. So the country that controls Egypt and Syria controls the flow of oil to Europe. Then, too, the Nile is the gateway to Africa, and Africa is the frontier of the twenty-first century.

The Russians are also interested in building up their trade with certain countries. For instance, they have increased their trade with the Middle Eastern countries 25 per cent in the last twelve months, 50 per cent in the last two years.

Now let's return to our own program. You hear we have made mistakes in our foreign aid. We have made some. I have visited the countries that are receiving foreign aid, and I would be the first to confess it. Every human institution, every human being—including parents and teachers—makes mistakes. But we don't scuttle the ship if it leaks; we try to repair it. So we have to keep on helping these nations to help themselves. We have to help them make progress and give them the hope of doing it by democratic means and methods. Hope is the most important thing you can give anybody in the world. That is why the President asked for a little less than a billion dollars—to give these people hope.

All-American Dollars

As a businessman I know something about self-interest, and I want to talk about it. Do you know that 85 per cent of all Mutual Security funds are spent initially right here in the United States? Last year these funds gave employment to more than 600,000 Americans. We don't ship gold bars or coins overseas; we ship wheat and corn and airplanes made in America.

People say that we don't make friends by doing this. What are we trying to do—buy friends? Of course not. You can't buy friendship, but you can help people to become more prosperous, to help themselves, to make their own way.

As a businessman in America I know that my business will prosper if the people of America are prosperous. Don't you think we can apply the same principle to the world? Don't prosperous nations in the rest of the world mean a prosperous America too? Certainly we have always done the most business with countries that have the highest degree of industrialization and prosperity.

If I could describe the foreign policy of America in a few words (and I know this is an oversimplification), I would say that it is an attempt to promote stability in the world, so that peace, self-determination of peoples, and progress may be achieved.

Let me enumerate what ought to be the most important facets of that policy: *First*, we must have an

adequate armament program, with more money and time spent on missiles and antimissiles. *Second*, we ought to work continuously for disarmament, so that we can reduce taxes and do more in the way of flood control, better schools, research on diseases, and so on. *Third*, we should encourage organizations that are interested in peace, such as the United Nations. *Fourth*, we ought to encourage regions of the world to group together in larger economic and political units, as is now being done in the Common Market of Europe. *Fifth*, we ought to have a long-range foreign aid program that will give the less developed nations the capital they need to do the things private industry cannot do there—such as setting up communications, building roads and harbors, and so forth. *Sixth*, we should seek a foreign trade policy that encourages greater trade among all peoples. And, *seventh*, we should encourage between countries the exchange of people and ideas, plus better communication through films, radio, TV, and the press.

The world we are living in is small, and it is shrinking daily. It took George Washington four days to drive in a carriage from Philadelphia to Washington. Now you can fly it in fourteen minutes. The airplane has made the oceans into lakes; the radio has annihilated distance.

It is easy enough to get along with a man when he lives on the other side of the railroad tracks. But move him into your bedroom, and how difficult it is to understand him and get along with him! The world has become our bedroom. Somehow we have to learn to get along with our neighbors.

This is mankind's greatest age. For the first time in history we have within the palms of our hands the ability to do almost anything we wish. We have it in our power to abolish mass disease and mass poverty and mass illiteracy. For the first time we can explore outer space. We can study the atom and learn what it can do for mankind.

Let's Not Do as the Romans Did

It is time for us to get off the beaten paths; they are for beaten people. Men grow old not because their joints stiffen but because their mental processes refuse to change. Rome fell because the people were inflexible to pressures from outside. The same thing can happen to us if we too are inflexible. Every element in life is constantly undergoing change. We must change with it. And from that change there is hope that we can perfect our foreign policy so as to achieve stability in the world—stability for ourselves and for our children and our children's children. And with that stability the human race will be able to grow and develop in peace.

This article is taken from an address given by Mr. Johnston at the 1958 convention of the National Congress of Parents and Teachers.



WHAT'S HAPPENING IN EDUCATION?

- *What is the Rockefeller Report on Education? What does it recommend?*

—J. H.

This report—the findings of a panel assembled by the Rockefeller Brothers Fund—reminds me of a *Fortune* Magazine article entitled, "Is Anybody Listening?" That article told how Americans turned a deaf ear to the million-dollar efforts of business to communicate. Now that this new report presents again the educational crisis, one wonders, "Will anybody listen?"

Full title of the report is *The Pursuit of Excellence: Education and the Future of America*. You won't go far in the forty-eight pages before discovering that "excellence" has left its pursuers far behind and breathing hard.

Consider these points:

"We must recognize that in many areas our educational facilities are poor and our educational effort slovenly."

"We have heaped upon our educators one of the most heroic assignments a society could have invented. . . . Between 1870 and 1955, while our population was increasing four times, our public high school population was increasing eighty times. . . . That our educators did not founder completely under these chaotic pressures is impressive."

"We have made of the receipt of a college degree an accolade of merit not in terms of intellectual achievement, which it should symbolize, but in terms of the prestige which it attracts."

"Even with aggressive recruitment there appears to be little or no likelihood that we can bring into teaching at any level anything approaching the number of qualified and gifted teachers we need."

"Until we pay teachers at least as well as the middle echelon of executives we cannot expect the profession to attract its full share of the available range of talents. Salaries must be raised immediately and substantially."

On the curriculum. "We have been extraordinarily tolerant . . . in the matter of electives in high school." The report recommends more required

courses for the "academically talented." (School boards everywhere are stepping up requirements.)

On identifying talent. "Our schools have made far more progress in identifying different levels of talent than in the development of programs for these different levels."

Should we go European? "Some critics of our schools have advocated the European pattern of two entirely separate school systems after approximately the sixth grade—one system college preparatory and the other vocational in character. Such separation would be unpalatable to most Americans, and in any case separate school systems are unnecessary. There is no reason why youngsters at all levels of scholastic ability should not sit in the same home room, play on the same teams, act in the same plays, attend the same dances, and share in the same student government. And there are many reasons why such a common experience is important."

How will we finance better education? "Federal funds should constitute one source of support among many. State, local and private sources of funds should continue to be the major factor in the support of education."

On proposed federal scholarships. "However important in themselves scholarship programs may be, they are not a solution. . . . There is no long-run gain in sending more and more youngsters to weaker and weaker institutions."

Does this mean you? "We may have, to a startling degree, lost the gift for demanding high performance of ourselves." "It is a failure of home, church, school, government—a failure of all of us."

A businessman recently put it bluntly: "This is

A wise man once pointed out that it takes brains just to ask the right questions. At a time when our system of education is being vigorously evaluated, the right questions are all the more important. And so we cordially invite you to keep on sending your questions to the director of this department. From past experience you know you can depend on him for sound, plain-spoken answers.—The Editor

the age of goofing off—when waiters don't wait, carpenters can't be bothered, and businessmen are more interested in their golf scores than their business."

What a society wants will always shape its education. Head-hunters train their young to hunt heads. What are the aims of *our* contemporary society? That's what the *Rockefeller Report* asks us to reconsider. In asking for better education it asks us to aim for a higher excellence.

If the "cult of easiness" hasn't got you in its grip, write to Doubleday and Company, New York 22, for a copy of *The Pursuit of Excellence* (75 cents). Fine ammunition for P.T.A. talks, discussions, and thinking.

• *We are preparing a campaign for a school bond issue. We need to put the facts before citizens in a manner that will impress them. When it comes to preparing booklets we are amateurs. Where can we get professional advice?*

—J. R. S.

From the National School Public Relations Association, 1201 Sixteenth Street N.W., Washington 6, D. C. Ask for a list of publications, especially those on layout, typography, and so on.

One new N.S.P.R.A. publication that will be cherished by everyone who has anything to do with photographs is *School Photojournalism: Telling Your School Story in Pictures* by the editors of *Look*. The price is two dollars; discount on quantity orders.

Nearly everyone has seen and enjoyed the thoughtful *Look* photo-stories about teaching. Illustrations for these stories are products of skill in observation and imagination as well as of good camera technique. Here in this abundantly illustrated, large-size, seventy-two-page report, photographers and editors share their knowledge with you.

School Photojournalism answers such questions as "What makes a good picture?" "How can we use photographs effectively?" "What do we need in the way of materials and equipment?"

No book can make an amateur a professional photographer, but this one will inspire you to match your efforts with the best.

• *What is the policy nowadays about passing students from one grade to the next? Is it right to hold students back? Won't that frustrate them?* —A. N. O.

Well, I can speak from recent experience. I myself was held back—by the state inspector of automobile drivers. It happened this way. Living in New York City, I hadn't driven a car since I left Washington, D. C., in 1944. To renew my license I prepped on a friend's car and went off for the test full of confidence—overconfidence, as it turned out. The inspector turned me down! Like any poor student, I had been held back.

Although I had driven a car for twenty years I now did my homework at a professional driver-training school. Then I went back for the test and passed. Actually I'll be a better driver for the experience.

This past year New York City held back thirty-four thousand pupils for reading deficiencies. Not long ago I met one of them on a subway platform—a bright-eyed Puerto Rican boy of ten with a shoe-shine box, headed for Coney Island and business.

"I'm held back for six months. Just six months, that's all!" he exclaimed. He was plainly determined to conquer reading next term.

In a New Jersey town the superintendent of schools came under sharp attack when thirteen members of an eighth-grade graduating class—one quarter of the class—were held back because of poor marks. Among them were the daughters of a member of the board of education and the president of the parent-teacher association. That took courage.

Some kind of medal should be struck off for the superintendent, who put the blame on the parents more than the children. He pointed out that the town's youth recreation program scheduled activities for almost every night. Weekday nights, he noted, were also a time for study. It was up to the parents to decide whether children should have fun or do homework.

"The failures," he declared, "were caused by a simple refusal on the part of students to do work that we knew they were capable of."

A teacher remarked that the parents of the eighth-graders voted *not* to have their children present a play as part of graduation exercises. The reason? "They say that two hours on a hot night is too long to watch a kid graduate. That's the attitude that caused this." (P.S. Neither the superintendent nor the teacher has been fired.)

This incident supplies its own measure for the newer and tougher line in the schools. (See what I've just said about *The Pursuit of Excellence*.)

We are gradually replacing a "soft" policy that encouraged teachers to let the ill-prepared student pass into the next grade. They have justified their actions on the grounds that pupils of the same age should be kept together and that no pupil should be handicapped or frustrated by a sense of failure.

Well, I wonder what's going to happen to a boy who graduated from a northern New York State high school this year. The teacher who had him in class in his twelfth year told me, "This boy can scarcely read. I know he can't write an intelligible sentence."

"What are you going to do with him?" I asked.

"Pass him, of course. What else can I do?"

Life won't pass him so easily. That boy and all students will be better off if they face their failures in school, where they will get a second and third chance. Life may not give them second chances.

—WILLIAM D. BOUTWELL

The first article in the 1958-59 study program on the school-age child.

RALPH H. OJEMANN

Even in this practical age a pumpkin
may be touched by a fairy wand.
But magic coaches are old-fashioned.
Instead, the humble vegetable or
some other commonplace object may
turn into a modern rocket, to whiz
grade-schoolers into the exciting
world of science.

SCIENCE

MAKES THE

GRADES

IN A classroom last Halloween rows of eager young faces were turned toward the teacher. She was making a jack-o'-lantern out of a pumpkin. First she cut out the top and removed the seeds and pulp. Then she suggested that before the face was carved, it might be fun to put a candle inside the pumpkin and light it. What, she asked, would happen to the candle flame if she put the top back on the pumpkin? The children speculated for a few moments. Then the teacher lighted the candle and put the top on. Watching closely, the children saw that the flame went out almost immediately. Why? They discussed this puzzling occurrence.

After she had carved the jack-o'-lantern's mouth the teacher asked the class to guess what would happen when she again lighted the candle and put the top on. They tried it; the flame went out.

"Now," asked the teacher, "what do you think will happen if we light the candle again and leave the top off?" This too was tried, observed, and talked about. Finally she asked, "How can we make sure that the candle will stay lighted when we put the top on?" Eventually the children suggested that cutting the eyes near the top of the head would allow for circulation of the air inside. Thereupon the eyes and nose were carved, the candle was lighted, the top put on. The children were overjoyed to find that the candle stayed lighted.

Though they didn't know it, they had performed a true scientific experiment. They had caused certain phenomena to occur and had sought an explanation. As a result, they had learned in an unforgettable way that fire needs air in order to burn.

The experiment with the pumpkin is typical of activities that are going on today in primary classrooms and even in kindergartens all over the United States. Does this mean that we are trying to make future scientists of all children? Far from it. It means that we are attempting to give children an appreciation of the part science plays in building our society. All of us, including children, can learn what science is and what part it plays in enabling us to tackle life's problems.

Days of Discovery

Science is an attempt to develop the best ideas we can about how our world operates—both the physical world and the world of people. This involves doing two different things. We find out how our world works by using methods of observation and measurement that can be repeated and checked. Then we develop the ideas that will best explain what we have observed.

Even in the early grades children can be helped to understand something of what scientists have learned about the world. We can also teach boys and girls



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to perform some simple operations themselves. From these experiences children learn not only facts about the world but how to think independently.

Consider, for example, the following project in which a group of primary-grade children studied the behavior of various materials in water:

For several days the teacher had displayed a number of books about water and air. One day she put a large pan of water on a table, along with clothespins (plastic and wooden), corks, bottles, measuring cups, and straws. On the wall above the table she posted a list of questions for the children to answer through their own experimenting. *Which things float? What makes the bubbles when you put the bottle under water? Why does a cup float when it is empty but sink when there is water in it?*

The children all had an opportunity to see what happened to each object when they put it in the water. Later they talked about what they had observed. Everyone was surprised to discover that the little plastic clothespin sank, whereas the bigger wooden one floated. At first the children were at a loss for an explanation, but finally one of the boys suggested that the plastic clothespin was "more solid, like steel" and that it sank because it was truly heavier than the wooden clothespin. Then the teacher pointed out that some materials, such as wood, have little air spaces inside them (like a sponge) that enable them to keep afloat. Thus the class was led to see that one can't always rely on the outward appearance of objects as a guide to their less obvious characteristics.

Experiments such as these not only introduce children to the simplest of scientific techniques; they foster a scientific turn of mind. Asking why something happens, developing theories, testing them, observing the results, and then answering the original

question—is not this the process followed, in essence, by all experimental scientists?

Even kindergartners can take part in rather long-range science projects. When one kindergarten class had made a Halloween jack-o'-lantern, the pupils saved the pumpkin seeds, washed and dried them, and put them away for the winter. In the spring the children brought containers of dirt and planted the seeds. Some seeds were given both water and sunlight, some only water, some only sunlight. A few were given neither. From the results youngsters learned that plants need water and sunshine in order to grow.

This same type of experiment, performed with tomato seedlings in a second-grade class, made use of measurements and charts. The children labeled each plant and recorded on a chart its size and color at the beginning of the experiment. Then they recorded the plants' changes in size, color, and general appearance from day to day. A third-grade class elaborated the experiment by planting some lima bean seeds in soil and some in a jar filled with stones. When the children observed that the seeds planted in stones grew more slowly and less healthily than the others, they concluded that plants need not only water and sunshine but soil.

"Who Has Seen the Wind?"

Throughout the grades, starting as early as kindergarten, teachers take advantage of children's natural interests in the world around them. Young children, especially, have not yet learned to take for granted such things as frost on windowpanes or the rush of the wind. "Why do we have wind?" asked a kindergartner on the playground as he watched leaves and papers being blown along the fence. The teacher helped the class answer this question by experimenting with little home-made winds. She showed the youngsters how to use a sheet of cardboard to fan bits of paper along the floor or make waves in a basin of water. From these simple experiments they learned that wind is moving air.

Next they made pinwheels, little paper kites, and miniature sand dunes, fanned them, and watched what happened. In each case they saw that, as the teacher put it, "When we push air and make it move, we get little winds that do windy work." To make the point in another way, she blew up a balloon and allowed the air to escape. The children saw that this escaping air could make waves, blow bits of dust and sand, and propel a toy sailboat in a basin of water. Every kindergartner now had a better understanding of what can be done by air in motion—all the way from the storm that flattens Mother's flower garden to the blowing out of candles on his birthday cake.

The fact that science can be exciting and full of suspense was brought out in a primary-grade class last year. The experiment started one day in the early

fall when Bobby brought a milkweed plant to show the class. After they had all opened the seed pod and seen how the silky threads help the seeds to be carried by the wind, one of the boys noticed a small green caterpillar, with yellow and black stripes, on the stem. The children became intensely interested. What kind of a "worm" was it, they wanted to know. Bobby suggested that they try to find a picture of it in their nature study book. Sure enough they did; it was identified as the larva of the beautiful monarch butterfly.

The children asked to keep the caterpillar to see whether it would turn into a butterfly. Bobby put the milkweed stem in a jar of water. Every day the class gathered around to watch the caterpillar as it fed on the leaves of the milkweed plant. With Bobby as chairman, one group kept a chart of the day-by-day progress of the larva. Other groups made pictures of it as it ate and grew larger.

When the caterpillar was about two inches long, the children reported that it was acting strangely. It kept moving from one part of the plant to another. Then it fastened itself by a thin thread to a leaf and stayed there without moving for hours. "Is it dead?" the children asked. Its skin changed into a pale green, gold-flecked chrysalis.

Bobby brought his encyclopedia to school and showed pictures of the monarch caterpillar and chrysalis and talked about its life cycle. The teacher supplied more books. Meanwhile for about ten days the chrysalis remained motionless. Then Bobby reported that it was changing; it had become a thin, brown, transparent shell. Finally the shell broke open, and from it emerged a butterfly with tiny, folded wings.

The children could hardly take their eyes off the creature. As they watched, the wings dried and unfolded, and at last the monarch—one of the most beautiful of butterflies—spread its wings before them.

At Home with Science

Many of these same experiments can easily be repeated at home. In fact there are countless ways in which the parents of grade-school youngsters can help them learn how the world operates. For example, instead of presenting a boy with a complicated electric train, his parents can first give him an electrical set containing wires, pushbuttons, switches, buzzer, lights, batteries, and a lot of simple, clearly illustrated wiring diagrams that any seven-year-old can read and follow. When he installs a light in his playhouse or puts the wires together to make a doorbell for it, he is learning how to make a complete circuit. This is good preparation for running his electric train. So is a small electric motor that operates with a battery and can be taken apart and put together again.

In the same way, and for the same reason, don't give your child a radio all put together. Try supplying him with a set of radio parts that can be easily

assembled, with clearly illustrated diagrams and simple explanations. Be constantly on the alert for things that children can take apart and put together, so as to learn how they work. Start a collection of simple, easy-to-read books that tell how things in our world operate. After the family has looked through a telescope at the new satellite or the moon, you may need to read a few books yourself so you can answer the children's questions about what keeps such bodies in orbit.

Nor need we stop with the physical world. We can help the child take the first steps in learning about his social world. Every child needs a chance to learn about both physical and social science, just as he needs a chance to learn about literature, music, poetry, tools, and machines. By our own actions we can demonstrate to him what to do when someone does something we don't like or when someone is unhappy. He can observe us as we try to understand the situation—how it came about and why—before we try to deal with it. Thus he can learn from us the difference between dealing with a situation in an arbitrary way and dealing with it by understanding how it happened in the first place.

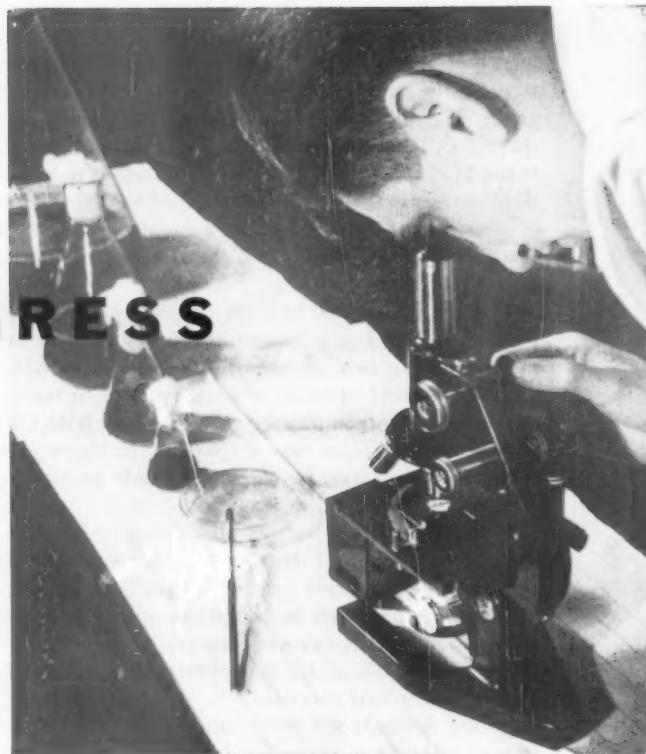
When our tearful fourth-grader comes home with a complaint about the teacher ("She's not fair!") we do not at once take sides. We find out the facts, talk to the teacher, and get both sides of the story, thus gaining insight into how the supposed unfairness developed. We do this not only because we want to know what really happened. We do it to help the child learn the *causal* approach to his social environment—just as he learns, through natural science, the causal approach to his physical environment.

As children discover how the world around them works, they also learn that it is possible to use their knowledge to develop a satisfying way of life. The early steps in this highly important kind of scientific learning can be taken in every home. Throughout the years the home can supplement and reinforce the teaching of the school. In this way each generation of Americans may have at hand a basic knowledge of the forces at work in their world. It stands to reason that children who are equipped with this knowledge, children who are at home in their physical and social surroundings, will be able to build ever more satisfying and happy lives.

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MEDICAL PROGRESS

"Wonder Drug Conquers Another Disease"—how many headlines in recent years have carried that heartening message! Yet drugs do not eliminate disease, and the miracles of modern science may bring new problems for society to solve. In this article, based on Dr. Dubos' provocative speech at our 1958 convention, the renowned bacteriologist faces the issues with foresight and courage.



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ALL OVER the world, not so long ago, most children died during infancy or in their teens. Only a small percentage survived into adulthood, and this was true not only among poor people but among the socially fortunate as well. The situation is very different today. The majority of children born in any of the countries of the Western World are likely to live to adulthood. Moreover, children grow faster and larger than they did a century ago. Visit any museum and try to imagine fitting your children into the armor of a medieval knight or the dress of an eighteenth-century belle!

The control of infant and child mortality and the accelerated growth rate of children are without doubt the most spectacular achievements of modern medical science and practice. In contrast, the health of adults poses an increasing number of unsolved problems. Common belief notwithstanding, the expectancy of life past the age of forty-five has hardly improved at all during the modern era.

Foes That Have Not Fallen

Cancer and diseases of the vascular system now kill so many fairly young men and women that they have come to be regarded as the major health problems of our society. Consequently they occupy the attention of not only the medical world but the public as well.

What is not so widely advertised is that there are

many diseases which do not kill but which constitute at least as great a problem to society—diseases that ruin life without destroying it. I need but mention that the largest number of hospital beds are occupied by persons suffering from mental illness. Then there are the infectious diseases of all sorts that we have learned to alleviate by the use of drugs, but not to prevent. These account for the greatest amount of absenteeism from school, from work, and from training in the armed forces.

So I think it is time we stopped worrying only about diseases that kill and concerned ourselves with the social importance of other illnesses.

The search for drugs effective in the treatment of disease is the most publicized approach to the control of modern health problems. It is a widely held belief that if drugs were available to treat cancer, arteriosclerosis, mental disorders, chronic bronchitis, and so on, the conquest of these diseases would be an accomplished fact. There is of course no need to uphold the usefulness of therapeutic drugs, but it is essential to emphasize that treatment with drugs is neither the most effective nor the most practical approach to the social control of disease.

Indeed the greatest medical advances of the last century have resulted not only from the use of drugs but from enlightened public health policies, particularly those bringing improvements in sanitation, im-

AND SOCIAL GOALS

RENÉ JULES DUBOS

The Rockefeller Institute for Medical Research

munity, and nutrition. Control of water supplies, greater cleanliness, better balanced diets, vaccination techniques—these were the measures that brought under control the huge disease problems which plagued our ancestors and were made still worse by the Industrial Revolution.

Take but two examples of many that could be mentioned. First, nutritional deficiencies in the Western World had been all but wiped out by improved standards of living long before vitamin pills became available. And second, the mortality from tuberculosis had decreased tenfold between 1845 and 1945, before any antituberculous drugs had been introduced. In other words, the medical history of the past hundred years leaves no doubt that the greatest progress in health has not come from the *treatment* of disease; it has come from the *prevention* of disease.

Drugs, while useful in treating individual patients, can rarely be relied on for the social control of disease. For instance, men or women suffering from gonorrhea can be cured of it by drugs so rapidly, cheaply, and readily that two decades ago people thought this disease would soon be wiped out. Yet the incidence of gonorrhea in the United States has not decreased; infection may be actually increasing.

The main reason for this failure is that gonorrhea is a social problem that cannot be dealt with merely by treating patients. To control its spread, we must

deal with the problems of youth, of sexual mores, of social responsibility and with all the factors that determine the extent to which the disease is kept going in the community. Likewise the control of cancers, heart diseases, respiratory ailments, and mental disorders demands an understanding of the reasons why they are prevalent. The control of disease is intricately involved in our social goals.

We must outgrow, in medicine, the cowboy philosophy that permeates the Wild West thriller. In a crime-ridden frontier town the hero singlehandedly blasts out the desperadoes running rampant through the settlement. It appears that peace has been restored. In reality, however, the death of the villains does not solve the fundamental problem. The rotten social conditions that had opened the town to the desperadoes will soon allow others to come in—unless something is done to correct the primary source of trouble. The hero moves out of town without doing anything to solve this far more complex problem. Similarly, the accounts of miraculous cures rarely make clear that arresting an acute infection does not solve the problem of disease, either in society or even in the individual concerned.

I have already pointed out that children in the Western World now grow much faster than they did a hundred years ago, largely because of changes in nutrition and control of infection. But despite the obvious advantages, the more rapid growth is also causing some concern as to its ultimate consequences. Is the large child really stronger and healthier? Will he live longer? Is he better adjusted to the mechanized world he lives in? Better able to enjoy the splendors and poetry of his environment? We have no valid knowledge with which to answer these questions, but they are vital to human existence.

The Perils of Progress

Even modern sanitation is beginning to present new medical problems. For example, German measles used to be a mild disease, contracted almost universally in childhood, that gave rise to lifelong immunity. But through sanitary practices we have now decreased the incidence of German measles in children and have thus converted a mild childhood ailment into a disease that can pose grave problems during pregnancy. In the same way we have much evidence that the increase in paralytic polio among our population is due, in part at least, to the fact that polio infection is no longer contracted during the very first months of life when the infant is protected by maternal antibodies. Where sanitary conditions are substandard, polio still occurs as an infection of infants, with little paralysis.

It is not unlikely that, as time goes on, the pattern illustrated by German measles and by polio will apply to other infectious diseases of childhood.

As I have said, every child born in the Western

World now has a good chance of surviving into adulthood and living a fairly normal life, even if he suffers from heart disease, diabetes, or other congenital defects. This is an achievement of which the human race can be justly proud; yet we must not forget its consequences. When, in the past, a large number of children died, this was nature's way—cruel but effective—of weeding out the weakest members of the human crop. Today even the most defective child can survive, thanks to medical care.

This progress, so immense from the humanitarian point of view, is, however, fraught with unforeseeable social and biological consequences. We are making it possible for large numbers of biologically defective persons to survive, many of whom constitute a burden to society. And by permitting those with hereditary diseases to live longer and have children, we create a situation in which certain genes that used to be eliminated now accumulate in the human stock.

Why, you ask, should we worry about these problems? Medical science has shown that it can deal with them—finding a new surgical technique, a new drug, a new therapeutic procedure to permit a defective child and man to live a fairly happy life. And there is a great likelihood that scientific research can discover remedies for almost any type of disease. But the economic and human resources required to meet medical problems will continue to increase. At the present time the American public spends some 10 per cent of the national income on medical care, and the percentage of American families in need of such care is alarmingly high.

Blessing and Burden

One reason for this situation is that new medical discoveries usually demand expensive supplies and highly specialized skills. And it is even more important, furthermore, that by making proper therapy and public health procedures available to all, we cannot, as we once thought, entirely banish disease from society. New medical problems are constantly emerging, some as modified forms of old ones, others created by social and technological changes. Each way of life brings its own diseases, which have to be met, from decade to decade, by new and expanding programs of public health. We must, therefore, get rid of the illusion that by establishing perfect medical service we are creating a society in which medical care will no longer be necessary.

I do not for a moment suggest a retreat from our humane ideals and ethics. We must continue to regard all life as sacred, as worth preserving whatever the cost. But we must be aware of the new demands we have made and shall be making upon our medical resources. Some of these demands will conflict with one another. Shall we, for example, be more concerned with the children than with the aged? Where lies our greatest responsibility? Questions like these

will call on us for some very difficult ethical decisions.

We must also be continuously aware of the impossibility of separating medical policies from the goals man formulates for himself. Up to now medical science has been chiefly concerned with preventing pain, minimizing effort, and retarding death. Its achievements in this field have been immense and have clearly added to the charm of our existence. It is probable, however, that they have also decreased our ability to meet the tribulations, the stresses, and the strains of adversity. Our preoccupation with avoiding threats and dangers is at best a negative attitude—one that does not contribute to growth, physical or mental. In our obsession with comfort and security we have given little heed to the future, and this negligence may be fatal.

The Pitfalls of Security

In the words of a wise physician, it is part of the doctor's job to make it possible for his patients to go on doing the pleasant things that are bad for them—smoking too much, eating too much, or drinking too much—without killing themselves any sooner than is necessary. But it is also the doctor's role to recognize that disease emerges from a process that affects the community as a whole; its very existence depends on the attitude of the public.

It is apparent, for example, that we are in the midst of a new kind of social evil that will breed its own health problems: air pollution. Air that is polluted with industrial smoke, automobile exhaust fumes, and pulverized rubber from tires constitutes a great nuisance for the present and most likely a greater health hazard for the future. Unquestionably our engineers and city planners can devise ways of minimizing air pollution and our exposure to its effects. But this will be done only if citizens demand such action—and also accept certain inconveniences that will inevitably result from limiting the use of automobiles and from changing the location of industries.

And so it goes with all aspects of our life that affect social and personal health. Medical science can provide some approximate solution for almost all problems of disease. However, it is up to society to decide on the threats to be avoided and the kind of health it wants—whether it prizes security more than adventure and whether it is willing to jeopardize the future for the sake of present-day comfort.

Medical advances do not arise in a social vacuum. They are products of the sparks between scientific knowledge and the demands of the community. In my opinion, future trends will be influenced to the extent of our awareness that excessive concern with comfort, security, and the avoidance of effort has dangerous implications. In the final analysis it is the collective social mind that formulates the ethics and goals of medical science and practice.

Nemby Gets Steamed Up

Many of the women did their cooking on the floor in Nemby village, Paraguay. They had heard of cook stoves, but they felt no need for them. Nemby was behind the times in other ways as well. "You won't change Nemby; it's far too backward a hole," said the older people.

Then a Unesco expert, working with members of the Paraguayan Ministry of Education, got busy with a plan for community development. They wisely began in the local school. Courses in sewing, cooking, gardening, and recreational activities were introduced. The villagers formed a social welfare committee, which succeeded in organizing a library, a nursery school, a mothers' club, and a carpentry shop. Now the little town of 625 inhabitants actually boasts a school attendance of 762 adults and children, some of whom come on foot from four miles away. Every family raises its own fruit and vegetables in a garden modeled on that of the school.

Naturally diets and health have improved. People are busy, happy, and law-abiding. Nemby is progressing under its own steam. Best of all, the movement is spreading to neighboring villages.

Amphibious Operation

Elsewhere in the world youngsters may play hooky from school to go fishing, but in South Korea young men may attend a school to learn to fish. Pupils at the Kosu Fisheries School, operated by the United Nations Korean Reconstruction Agency, live a half-sea, half-land existence for three years on a remote, rocky peninsula. At sea they catch, handle, and ice-pack fish. On land they breed fish, tend oyster beds, and prepare seaweed for food or fertilizer. They also study fishing techniques, fish marketing, mathematics, chemistry, English, navigation, and economics. When they complete the course, they may join the fishing fleet or work in some fishing industry.

In the Beginning Is a Map

What is the first requirement for the economic development of a country? Maps! Accurate maps are the frame on which experts must plan towns, airfields, roads, railways, canals, harbors, irrigation and hydroelectric works, telegraphic systems, and pipelines—all the complex features of modern civilization.

When Iran wanted to start large-scale development of its resources, it was hindered by the almost total lack of accurate maps. So the Iranian government set up a National Cartographic Centre in Teheran. Here engineers are at work, helped by a United Nations expert. Aerial photography is used in making the maps, and since Iran has so much sunshine, they can be turned out in record time. The Centre also trains engineers, who will lead teams in the field, and prepares high school boys and girls to assist the engineers or master the art of engraving maps.

Double Hunger

One evening in the village of Brak, Libya, the Unesco center was showing a film that dramatized the benefits of education. In the audience was a tall, gaunt young man dressed in dirty rags. Workers at the center remembered seeing him often, lying on the sand beside the door. He never mixed with the other villagers, and once when he was invited into the center he curtly refused.

The morning after the film showing, the ragged young man came to the center and asked to talk to one of the workers. He explained that he was eager for an education but was unable to obtain one because he was nearly starving. "Do you realize what hunger is?" he asked. There were eight persons in his family, the youngest two years



old. His father was blind, and the young man was the family's sole hope for support. But he hadn't been able to find work, and almost all the family's possessions had been sold for food.

The young man was given a chance to work in the Unesco garden plot. That very evening he joined the literacy class, and for a whole year he was never absent once. He made astonishing progress. Within six months he had learned to read and had secured a permanent job. But he kept attending the literacy class and insisted on continuing to work in the garden.

When a tailoring class started at the center, he was the first to enroll. At the end of a year he graduated at the head of the class and soon was making good money as a tailor. He also sent his two younger brothers to school.

Later he wrote a letter to the head of the Unesco mission expressing his gratitude. He hoped, he wrote, that Unesco might "help all the wretched in the world, as it has helped me, and give them the light of knowledge and the pleasure of earning their living."

Shadows of the Past

The puppets are made from buffalo leather, painted in gold and bright colors so that they sparkle in the lantern glow. Costume details are stamped in tiny holes and slashes that look like lace when held against the light. They are Indonesian profile silhouettes, stylized and symbolic because the Mohammedan religion does not permit human beings to be represented realistically on the stage. When moved about between lamp and screen, the puppets act out in infinitely varied forms the eternal story of the struggle between good and evil. Enthralled, the audience looks on from nine o'clock in the evening till six the following morning.

This is only one of the traditional forms of Wayang, or shadow drama, that you can see today if you visit the Indonesian archipelago. In the late nineteen-thirties this ancient and beautiful art almost came to an end with the advent of moving pictures. Then the Japanese occupation, by bringing film production to a standstill, gave a new impetus to the theater. Today the Indonesian National Academy of Arts and Literature is working to preserve and develop the nation's great theatrical tradition.

What



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WHAT ARE youth really like today—the millions of them who never make the headlines as juvenile delinquents or youthful criminals, the young people who go to high school in large and small communities, in the cities and in the country? How do they feel about themselves and their families? What are their parents like? What are they interested in learning about themselves as persons and about family life?

Youth in Texas can't be very different from young people in other parts of the United States. At least so thought professors of home economics education from sixteen Texas colleges and universities, who were working with the home and family life education division of the State Department of Education and the Hogg Foundation for Mental Health at the University of Texas. Whereupon these educators organized the Texas Cooperative Youth Study—a research study of young persons enrolled in the ninth, tenth, eleventh, and twelfth grades of public schools.

Actually the material for the investigation came from the boys and girls. Not only the participating

Texas Knows

*The first article in the 1958-59 study program
on adolescence.*

colleges but homemaking teachers in every part of the state collected from high school youngsters comments, questions, statements, and problems concerning themselves and their families. The result was a list of some forty-five hundred separate items all having to do with personal and family living. These were analyzed and sorted into three groups by the central research committee. From them three study instruments of about one hundred items each were developed. The first dealt with youth's particular *concerns*, the second with *attitudes*, and the third with *interests*.

In 1956, over a six weeks' period, thirteen thousand young people worked for two hours or more each to fill in their answers. The results? Information that will be extremely helpful to young people in understanding themselves and their families. Information that will also repay careful consideration by parents and school personnel alike.

First Finding: How They Differ

Do boys and girls think alike? Apparently not. High school boys are definitely more pessimistic than girls about the present state of our society. Interestingly enough, young people of both sexes who live in larger cities and metropolitan centers are likely to be more perturbed than those in smaller cities and rural areas.

Another discovery was that in attitudes toward discipline girls are significantly more democratic and cooperative than are boys the same age. Authoritarians are found more frequently among boys than among girls. On this point age too makes a difference. Younger teen-agers expressed approval of authori-

Youthful voices, thirteen thousand of them, speak loud and clear out of the heart of Texas to American parents and teachers everywhere. They answer questions we've been wondering about—and others we might not have thought of asking.

About Youth

tarian discipline. But they contradicted themselves when they expressed greater resentment toward control by their parents than did older youngsters. Older youth, however—those in the eleventh and twelfth grades—are less authoritarian and are also less resentful about being dependent upon their parents. Herein lies good evidence that the developmental periods of early youth and of later high school years are distinctively different.

Again, the masculine contingent is more critical of education than is the feminine. Contrary to what might be expected, children from small families seem to be less critical of their schooling than do those with several brothers and sisters. Moreover, an attitude of criticism toward education is closely related to poor academic achievement.

But in their attitudes toward family living boys and girls seem much alike. Tension in family situations was reported no differently by boys than by girls, nor does there appear to be any real difference between the sexes in regard to problems of adjustment. Girls do, however, tend to be more critical of their own age group than do boys.

Sometimes you hear it said that homemaking education in high schools makes girls impatient with how things are done in their own homes. Yet the Texas Youth Study reveals that the reverse is true. Girls who have had homemaking education are likely to be less critical of the "family life style" in their homes. Another unpredicted outcome is that boys are more resentful than girls when their home is considered unsatisfactory.

We hear much, too, these days about youth's disregard for its elders, yet a surprising 73 per cent of the young Texans agreed that it is a child's duty to care for his parents when they grow old. They also recognized parental rights by stating firmly that mothers and fathers should not sacrifice everything for their children.

About 40 per cent of the group have mothers who work outside the home. In spite of this, the young

people disagreed sharply as to whether a wife should have to earn part of the family income. Forty per cent felt that she should; 36 per cent thought a wife should not work; and 24 per cent were undecided. Yet 70 per cent believed that shopping, homemaking, and housekeeping should be shared by both parents.

A more crucial subject is that of high school marriages, which we know are mounting in number. What does Texas youth think of them? Seventy-four per cent of the youngsters said that the statement "I want to get married as soon as possible" did not apply to them or that they did not agree with it. This item, incidentally, has double significance. It not only measures a young person's desire to marry but also indicates how he gets along with his own family.

Religion and education were of great concern to these Texas high school students. Having an opportunity to go to college was of importance to 73 per cent. In answer to an optional question (since this study was made in the public schools) about religious preference, only 2 per cent said they had none. Another 7 per cent did not know what their preference was. All others, 91 per cent, listed preferences for specific denominations. Furthermore, they strongly disagreed—to the tune of 74 per cent—with an item implying that their families paid too little attention to religion.

Information, Please

As high school students look into the future and visualize their own homes and families, what are they principally interested in? These things, among others: the house and its equipment; management of time, energy, and work; feeding the family; clothing the family; personal, family, and community relationships; and personal and family health. They especially want to learn how the place where one lives affects one's personality and how to beautify a house and its grounds. They would like to know how to buy and take care of a home, its furnishings, and its equipment; get the most out of the family income;

plan activities that every member of the family can enjoy; deal with family problems; and keep members of the family physically and mentally healthy.

Clothes came in for their share of attention. Top billing was given to the selection of clothes suited to the occasion and to the build and personality of the wearer. Boys and girls alike thought it was important that girls learn to make clothes as well as buy them.

More than half of all the thirteen thousand youngsters felt that it is wise to discuss problems of personal adjustment and family living in coeducational classes. In another category "how to get along with others" was rated of highest interest, and the students added that they wanted help in understanding how to control their tempers and handle their fears. This response gave significance to the statement "Understanding my behavior and that of others," which brought a 94 per cent expression of interest. Care of children, how to play and work with them, and how to help care for elders were given high priority.

What interests boys and girls least in the realm of personal and family living? They are not much interested in learning about installment buying or time-purchase plans or "layaways." Nor do they care particularly about planning nutritious meals, altering and making over clothes, or young children's emotional problems as indicated by stammering, fingernail biting, and thumb sucking. They do not want to know more about young children, as preparation for baby-sitting jobs; about what is needed for a layette; or about how to make children's toys. Such knowledge is important in modern family life, but high school students do not yet sense its significance.

Just now all this is particularly pertinent. For everywhere today we hear much discussion about whether or not the schools should give courses in homemaking and family living. What young people themselves have to say points up not only their desire for such education but also—by their lack of interest in certain areas—their need for it.

Meet the Parents

Thirteen per cent of the fathers covered by the study and 2.5 per cent of the mothers were employed in unskilled occupations. Employment in semiskilled and skilled labor accounted for 35 per cent of the fathers and 14 per cent of the mothers. About a third of the fathers and a sixth of the mothers were owners of small businesses, had white-collar jobs, or managed agricultural enterprises. Professions and large businesses were represented by 5.5 per cent of the fathers and 3.1 per cent of the mothers. Full-time homemaking was reported as the occupation of 59 per cent of the mothers.

The education of the parents was significantly related to the attitudes and problems of these Texas boys and girls. The less educated the parents, the more pessimistic are the children toward the world

and its problems and the more critical of education. In families where parents have been denied full educational advantages tensions run higher, the children resent their dependence more deeply (especially when they help to support the family), their social adjustment is more difficult, and they resent more strongly the family's way of life.

Surprisingly, 2 per cent of both the fathers and the mothers had had no formal education, and 10 per cent of the fathers and 6 per cent of the mothers had gone no further than the fourth grade. Twenty-one per cent of the men and 28 per cent of the women had graduated from high school, and 7 per cent of both sexes had received degrees from four-year colleges. The results of the survey leave no doubt that the better the education of the parents, the more adequate are their sons and daughters to meet the demands of adulthood.

These, then, are some of the major concerns of today's youth, some of their attitudes toward personal and family living, and some of their expressed interests. Members of the Texas Cooperative Youth Study believe that the research techniques which they used insured accurate and useful information. For example, before the study instruments were ready for use, they were rigorously tested by one thousand Texas homemaking teachers and four thousand high school students. The thirteen thousand young people who filled in the questionnaires were proportionately representative of high school students found in large, medium, small, and rural communities; in each high school grade; and in each age group. Two years have been spent in intensive analysis of the nearly four million replies from the youth. The process has been a long one, and the data could not possibly be reported in a single volume, much less a single article.

The findings in all three areas—concerns, attitudes, and interests—should be of real value to parents, teachers, administrators, and other adults who live and work closely with youth. Already the data derived from the "interest" list have been incorporated into the curriculum guide for homemaking education in the state of Texas. No doubt, applications of other parts of the study will be made. Certainly the tensions between generations could be reduced if we grownups took into account what young people have to say when they are their own spokesmen. If we but listen, we can learn much about their problems, their human relations, and their ideas of the kind of family life they themselves will soon be building.

The able authors of this article are both staff members of the famed Hogg Foundation for Mental Health at the University of Texas. Bernice Milburn Moore is assistant to its director and also consultant in home and family education for the Texas Education Agency. Wayne H. Holtzman is the Foundation's associate director in charge of research.



NOTES from the newsfront

New State, New Statistics.—The admission of Alaska to the Union will change some of our country's vital statistics. Alaska (which means "the great land") will be our largest state—and our most thinly populated one. The new state also means that the length of our coastline will be more than doubled. And Mount McKinley will take the place of Mount Whitney as the highest point in the United States.

A Rocket Assist from Industry.—Business and industry are lending a hand to help schools improve their science teaching. For instance, a Minneapolis manufacturing company conducted a one-week workshop for science teachers to show the importance of school science and mathematics programs to industry. Teachers found it an eye-opening experience to see how the scientific and mathematical principles they taught were being applied in industry. And in Dallas, when four high schools reported that they could not find qualified physics teachers, an aircraft corporation volunteered to supply experienced engineers to teach one physics class a day at each school.

Our Populous Planet.—When will the earth have too many people? This is the question raised by a recent United Nations report on world population. The report predicts that population will double or even triple within the next thirty years. If it grows as fast in the next 600 years as it has in the past 600, by the year 2558 each person will have only one square meter (10.74 square feet) to live on—and this includes deserts, mountain tops, and the North and South Poles.

Losses That Cannot Be Regained.—About 300,000 students in city grade schools were on half-day schedules last year. How much class time does a child lose on a half-day schedule? If he attends the usual four-hour sessions, he loses at least an hour a day (a five-hour

day is the minimum requirement in most states). By the end of the year he has lost a total of two months; by the time he has completed elementary school, almost two years.

Why You "Auto" Drive Carefully.—Facts about the auto accidents that caused death in 1957: The weather was clear at the time of 85.1 per cent of the fatal accidents and the roads were dry in 79.6 per cent of the cases. Seventy-six per cent of the cars were going straight when the accident happened, and 95.6 per cent of the vehicles were in apparently good condition. In 96.6 per cent of the cases, the driver had had at least one year of driving experience. And 41.9 per cent of the accidents occurred when the automobile was exceeding the speed limit.

Double-Duty Dads.—According to a Bureau of the Census estimate, three and a half million fathers work at more than one job regularly. Some 100,000 of them have three jobs.

Art for the Bedridden.—Lying in a hospital bed with only blank walls to look at can be pretty dreary. That's why the art wagon operated by the Ladies Committee of the Institute of Contemporary Art is a welcome sight in three Boston hospitals. When the wagon, loaded with reproductions of fine paintings, makes its rounds three afternoons a week, each patient has a chance to choose a picture for his wall. Whether he leans toward Grandma Moses or Van Gogh, Raphael or Cezanne, he's sure to find a work of art that will give him pleasure and make long, bedridden days less irksome.

Crash Program.—Feel like throwing things when you get angry or upset? In Copenhagen, Denmark, for a small fee, you can vent your feelings by going out and breaking china. On display in Tivoli Gardens are rejects from the country's porcelain factories. For about six

cents you can buy five wooden disks, which you can then hurl at the china and watch with satisfaction as cups, saucers, and plates crash to the ground. Some Danes say that this "blowing-off-steam" service helps account for Copenhagen's low divorce rate.

Knowledge Outgrows the School Year.—A number of educators are proposing a longer school year. Among them is Cleveland school superintendent Mark C. Schinnerer. "The facts of life," he told a *Cleveland Plain Dealer* reporter recently, "indicate that we're going to require more time or leave things out that are important." Suburban Lakewood in Cuyahoga County, Ohio, has chosen to leave things in. Beginning this fall it has extended its school year ten days, from 178 to 188. What's the block to more schooling? Money, of course. Estimated cost of Lakewood's extra two weeks is about \$100,000. But can we afford to leave out important things?

Tragedy in the Teens.—According to Katherine B. Oettinger, Chief of the Children's Bureau, fifteen thousand boys and girls under eighteen in the United States are either widowed or divorced.

Consumer Quirks.—A chain store sold only nine cans of sauerkraut a week at ten cents a can, but it found that sales shot up to 441 cans when the price was ten cans for a dollar. . . . Another store discovered that it sold more cans when it sold them in packages of three for twenty-nine cents than when it sold them at nine cents a can. . . . A couple shopping together in a supermarket spends 60 per cent more than the husband shopping alone and 30 per cent more than the wife alone.

Where the Money Goes.—American men lose some 48 million dollars a year from the pockets of their suits. Of these lost dollars, 6 million turn up in taxis.

Unhidden Persuaders—

Are the mass media helping to develop mature minds in a mature America? Four leaders in the field of communications discussed this controversial question at the P.T.A. convention. Makers of opinion, shapers of conduct, guardians of freedom and good government—all these, they said, the "unhidden persuaders" must be. Acknowledging that great influence imposes great responsibilities, the speakers nevertheless tossed out a sharp challenge to the audience. They summoned parents and teachers to become "unhidden persuaders" themselves—frankly influencing children and putting pressures on the media to become the best that is in them to be. We present condensed versions of their stimulating views.

Magazines—Educators of the Gifted Adult

Roy E. Larsen, President, Time, Incorporated

OUR CHILDREN have no choice; they must go to school. But parents and teachers have no obligation to join and participate in an educational organization that seeks to bring closer the two great positive forces in our children's lives—the school and the home. So I find it highly significant that P.T.A. membership in the past ten years has increased an amazing 114 per cent—to the incredible total of more than eleven million. It means, I believe, that parents sense the overwhelming importance of education in a democracy. Year by year an ever greater proportion of the nation's parents are themselves products of our educational system. Quite naturally, they want the same gift bestowed on their children.

It is a gift that educators alone can bestow. And in doing so educators become, in an inimitable way, editors. For what is the job performed by education craftsmen if it is not "editing"? Every fall we send to the schools a million little "rough draft" Americans—raw material filled with human interest but badly



Roy E. Larsen

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in need of blue penciling, polishing, and revising to bring out each one's individual style and content. Every spring teachers turn out thousands of these publications, new issues of the periodical that is America's constantly changing face. The output runs into millions. Yet not a single product is a copy; each is a bright, new "special issue"—a limited, signed edition of one.

You educators, by bestowing the gift of curiosity on millions, are making educators of us whose business it is to publish magazines that enlighten and inform. You have given us the job of educating the gifted adult—the citizen who wants to continue his education and growth as long as he lives.

In a broad sense, the job of education, like the job of communication, is to reach the mind. When the editors of *Time* mapped out their charter in 1923, reaching the reader's mind meant conveying simple, straightforward information. But each succeeding decade has brought new complexities into our lives. The depression and war years brought searching questions about economic systems, the reliability of nations, and the balance of power. Science, education, art, and literature underwent revolutions. No longer was it easy to answer the questions of our gifted children and adults. Journalism had to expand into new dimensions.

Magazines, like every other means of adult education, are a powerful social force. Editors are continuously trying to start a bloodless revolution. They want the reader to overthrow yesterday's way of

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doing things. They encourage him to become active in civic and school organizations, visit Europe or South America, build his own coffee table, vote public officials into or out of office, retire and have fun, or go on working and have still more fun.

Surprisingly, people like their magazines that way. They are happy to be told to change their habits and their moods. And they do change them. They do go back to church and back to nature; they learn to fly a plane or knit a sweater; they become absorbed in politics and school problems.

But all this perhaps is on the outskirts of what adults need to know in the modern world. Magazines really go to the heart of education for adults when they explore the vital and controversial issues in the world around us. A good editor is not only an adventurous soul; he must also be a courageous one. For articles on important issues, even if they are controversial, are not circulation builders. On the contrary, they usually bring on a rash of angry subscription cancellations. But we know that, in the long run, readers will weigh in the balance all they know about a magazine—its alertness, its sanity and balance, its convictions, and its courage.

This tremendous influence means that editors must be wide awake and fully aware of the world they live in. But it means more. The power to set standards implies a responsibility to raise standards; the ability to develop taste implies a duty to promote good taste. Magazines must help create a national culture by reporting cultural accomplishments—abstract art as well as the old masters, rock 'n' roll as well as pianist Van Cliburn, the experimental theater as well as the professional stage.

Year by year we magazine publishers find our students demanding more of us. As our schools meet the need for Americans to know more, they create new problems for us in our task of developing adults whose knowledge is broader, whose outlook is more mature. Yet nothing is more exciting than fresh challenges in helping to provide for the education of the gifted adult.



Irving Gitlin

© CBS

Radio and TV—Rockets To Reach New Worlds

*Irving Gitlin, Director of Public Affairs
Columbia Broadcasting System*

A STRANGE and worrisome thing has been happening in the last five years. For some reason—I can't explain it—parents and teachers have become villains. Sputnik goes up; the fault is the teachers'. Juvenile delinquency rises; we say, "Jail the parents." Surely it's time for someone to come to the defense of teachers and parents.

Eight years ago the target of criticism was not parents and teachers but radio and television—particularly television. Familiar complaints, as Robert Goldenson has pointed out, were "Television will ruin children's eyesight"; "It will make them delinquents"; "It is ruining their ability to think." By 1954, however, the hostile tone had changed to doubt: "Maybe there's some good in that tube." Today television is the great white hope in education. Only recently an educator had to warn that TV is just another teaching tool—not a cure for all our school problems. Reasonable people will agree, I think, that there is both good and bad in mass media, as in most individuals. The important question is, How do you accentuate the good?

I have an eight-year-old son. I often ponder the extent of my influence and that of television on him. But I've discovered that many things he sees on television, as well as many things that my wife and I and his playmates do, are quite irrelevant to him. Without stimulation on my part, he has developed a passionate attachment to a team once known as the

Brooklyn Dodgers. Now, what do we do about it? Forbid him to be interested in the Dodgers? Permit him to pursue whatever strikes his fancy? Or is there another choice—the intelligent channeling of interest? Radio, television, newspapers, magazines, the theater, and motion pictures pour out a profusion of ideas and information. What is needed, therefore, is selection.

But who should do the selecting? You cannot expect the communications media to do the job for your family or your school or your community. Your family is different from mine, your first child is different from your second, and so on. When we try to deal with children in the mass, we get into trouble.

WHAT OF the effect of TV on children's reading? Let me report some conclusions of a study made by Virginia Haviland, a specialist in children's reading. According to Miss Haviland, children are reading more rather than less. Their reading interests have been broadened and stimulated by what they see on television. They want more information about the International Geophysical Year, about stars, space, and the atom. They want books about western explorers, Indian leaders, historical heroes, Robin Hood, and the Knights of the Round Table. They empty the library shelves of fairy tales, new and old. Librarians, Miss Haviland says, are striving to keep pace with "the increasing specific and ever changing demands from children whose horizons have been broadened through television to encompass many new worlds."

The appetite for entertainment programs continues, of course, but the appetite for informational programs is increasing. We believe television itself has helped to create it. Such programs as *Douglas Edwards and the News*, *The Twentieth Century*, *Conquest*, and *The Great Challenge*—all solid, serious factual or "think" presentations—have huge audiences. More than eleven million youngsters between the ages of four and eighteen see the Edwards show. These youthful viewers have an enormous awareness of what is going on in this world.

I am increasingly optimistic about what radio and television can do to inform the public and educate not only the mind but also the heart of this country. I have already emphasized the importance of selection. Now let me stress the need for public support of good programming. The National Education Association, the *National Parent-Teacher*, and some other publications are doing a fine job of bringing the better programs to the attention of parents and teachers. It is most important that you communicate your reactions to broadcasters on a national and local level. Selection, support, communication—these are your responsibilities. We believe that radio, television, and all the mass media are called upon, in these days particularly, to exercise national leadership. With your cooperation we hope to make progress.



Basil L. Walters

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Newspapers—Watchdog for the Republic

Basil L. Walters, Executive Editor, *Knight Newspapers, Inc.*

THE MOST thought-provoking word in the English language to me just now is "Why?" I have an inquisitive six-year-old grandson, who invariably runs me into a corner with his persistent "Why?" But this skull practice with him has led me to ask some "Why's" of my own. Here is a big "Why" I want to explore with you.

Last year a Purdue University poll showed that high school students of today are "suspicious of the democratic processes, contemptuous of politics, distrustful of people's ability to govern themselves, and hostile toward civil liberties, for which our forefathers fought." Forty-one per cent would abolish freedom of the press; 33 per cent would deny freedom of speech to certain persons if it seemed convenient. *Why* are these young people willing to toss away some of our constitutional freedoms and to accept totalitarian beliefs and values?

A decade ago most newspaper people took freedom of the press for granted. But I warned my associates in the American Society of Newspaper Editors that we were in danger of losing our freedoms by default. They made me chairman of the first freedom-of-the-press committee. Today virtually every county in the nation has such a committee.

The mind, the tongue, and the press must never be licensed. We contend that Americans have the right to know and to question what their public servants are doing. We contend also that if newspapers are to live up to the faith placed in them, they must keep the eternal spotlight of publicity on all public servants. This belief is based on the very simple principle that in America public officials and public employees are servants of the people and answerable to their employers for all their acts.

In many areas of government today the press is virtually the sole auditor of official expenditures and performance. Yet, as the Purdue poll reveals, many teen-agers believe that government should be the only

judge of its own behavior and that the public should abdicate all decisions to those who rule.

Frequently the most courageous newspapers are the most criticized. A paper in Portland, Oregon, with an exposé of labor-leader racketeering and political cowardice, was largely responsible for forcing government action that may result in long overdue reforms. But that paper risked heavy financial loss. My own paper, the *Chicago Daily News*, took a financial risk in exposing a dishonest state auditor, who is now in prison, and I was charged with political motives. During this exposé (for which we won a Pulitzer Prize) we did not profit from increased circulation. There's more circulation in a movie star than in civic righteousness.

Most public officials are well meaning. But well-intentioned people can get us into a bad situation if they refuse to subject their projects to frequent re-examination and debate. For example, many years ago, with the best of intentions, we adopted child labor laws. Today we should be reexamining those laws to see whether boredom isn't partly responsible for our juvenile delinquency problem. There is little delinquency among 4-H club members on farms, who are privileged under law to do productive labor.

The press in itself has no power. Intelligent power in a free country is exercised by an alert citizenry that hammers out an intelligent opinion through debate. A free press, with its news reports and thought-provoking editorials, tries to generate such debate and to contribute interest and information for it. Our function is not to do your thinking for you or tell you what to think. Our function is to challenge thinking-thinking based on study rather than hysteria. The alternative to an aroused public opinion is to remain in a rut, and in these days such a rut might easily become a grave.

Motion Pictures—Fine Wares for the Wary

Samuel G. Engel, President, Screen Producers Guild

THANKS to television, young minds today are exposed to motion pictures much earlier than formerly. I see nothing wrong with that; it can be a rewarding experience. It is bad only when the content of the film is bad. And we who produce motion pictures must accept our share of responsibility for content, but to place this awesome burden *solely* on producers is unfair. It is a dereliction of parental duty.

Though Hollywood is now producing fewer pictures than in 1952, it is spending more money on them. The producer, in expending the risk capital entrusted to him, must be aware not only of the American market but also of the foreign market, which today represents 50 per cent of our industry's business. The selection of subject matter to be shown on a hundred thousand screens around the world is no simple undertaking—not if it is to delight the



Samuel G. Engel

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most, offend the fewest, appeal to many levels of intellect and society, and show a profit!

It would be folly to say that each time a producer goes to bat he hits a home run, but the batting average is high. A few fly-by-night picture makers have, we admit, made films that overemphasize crime, violence, and sex. These have brought criticism on the entire industry. How to keep such operators from selling their nefarious wares is Hollywood's concern. I submit that it is also yours.

ALL PRODUCERS are guided by a voluntary set of self-regulations known as the Production Code. Its aim is to tell producers how they can treat any subject in a way consonant with moral principles, decency, and good taste. It is administered by men of high integrity, representing all religious denominations. Their approval means that the film does not condone vice or evil and that justice triumphs.

Even those few films that have brought criticism on our industry have had to conform to the basic injunctions of the Code. Regrettably such films are seen by children—and here is where parents come in. The most effective way to prevent the bombardment of the young mind by harmful movies is not to permit children to see them. It is as simple as that.

Happily most films are not of that stripe. The vast majority, in addition to bringing diversion and relaxation, are also rich in information and enlightenment. They stimulate interest in history, literature, and human affairs; they heighten appreciation of music and other arts; they help people of different cultures to understand one another better.

Of course, I'm making a case for the producer, but I wear another hat as well—the important hat of a parent. Few producers are trained educators and sociologists, but many of us are parents. Therefore we are highly aware that the motion picture can be a powerful persuader for good or bad. And we are highly aware of our responsibilities. Together with the other media of communication and with parents and teachers, we hope to continue making a constructive contribution to the growth of young minds.

The Changed Character

Whether the lights of home shine out from
a house, a trailer, or a furnished apartment, it's
family living and loving that make them
burn brightly. Yet how does today's family
differ from yesterday's? What is the meaning
of the changes? And what hazards, problems,
and new potentialities have they created?



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YEARS AGO grandparents, aunts, and uncles lived in the same household with a husband and wife and children, and all participated in the common tasks of homemaking. Today, in contrast, we find a man and a woman with a number of children living in a small house or crowded apartment. The large, extended family of several generations living together has mainly disappeared. The young family has no helpers, no older members of the household to serve as buffers when human problems arise. The wife, who marries a good deal earlier than she used to, is often isolated and alone all day, except for her children. She has little or no adult companionship, no one to gossip and converse with her, no one to share her troubles and her household chores.

Women, I believe, are suffering from this deprivation of feminine companionship in the home. And both husbands and wives are suffering from a lack of buffers to stand between them and their problems. I believe, too, that children acutely miss the friendship, comfort, and consolation once provided by grandparents, aunts, and uncles—or even brothers and sisters—when Mother was tired or Father was punitive. The modern family has not yet been provided with equivalents for what has been lost in the home.

The unrelieved tensions of parents and children are often aggravated by a lack of privacy in our cramped and inadequate quarters, a lack of quiet for rest and reflection. It is true that the family owns labor-saving devices, but these have not made living much simpler. Indeed they often make homemaking even more complicated and precarious because of frequent breakdowns of equipment.

Modern Nomads

Today, too, few people remain long in one city or one house. Either they move from one location to another in the same city, or they are transferred to new jobs in distant communities or states. Moving to a strange place involves "pulling up stakes," breaking ties, leaving old friends, and making new ones. Children, especially teen-agers, often find these shifts difficult and disturbing.

In other areas as well, society is no longer guided

of the American Family

LAWRENCE K. FRANK

by tradition. Many of the former functions and responsibilities of the home have been transferred to schools, hospitals, libraries, factories, stores, offices, professional agencies, and recreational organizations. So we are really spending much more of our lives outside the home.

No longer is family living a sort of by-product of housekeeping—what you have left after you have done all the chores and the farm work. Husband-wife relationships, long defined by the law and the church in terms of conjugal rights and duties, are in many families being reoriented. Some people feel that the instability of marriage today may be in part an expression of a search for ways in which marriage can come closer to fulfilling human needs and aspirations and to expressing the dignity and worth of the human personality.

Consider also that nowadays most of us no longer *make* a living, as people did when they wrested a livelihood from the land and made by hand most of what they used in the home. Instead, we *earn* a living—work for money to buy what we need. Thus we are confronted with the task of managing an income, a task for which many of us have little preparation or experience.

That income has been considerably increased since the 1930's. Of course, prices have also gone up, as we all know. The family's standard of living and its expenditures have both risen. This change has been accompanied by some strain because today we are living largely on credit. We buy homes, cars, and equipment on the installment plan—what the British call the never-never system because you never get paid up. We are exposed to a continuous barrage of seductive appeals to buy things, with persuasive sales talks assuring us that we need pay only so much a month to possess anything we desire. These sales pressures—plus the feeling that we must be like everybody else and have the same things—are very difficult to resist when people are uncertain of their places in society or are eager to rise in the social-economic scale.

Many women have taken jobs to help pay for their installment purchases—a car, a TV, a house. The number of working wives has been steadily increasing

since World War II and, according to best estimates, will continue to increase. These wives are carrying the dual responsibility of running a home and an outside job—usually with little or no assistance (although husbands are apparently participating more actively in homemaking and child care). Some people believe that working outside the home may be desirable for a woman as a release from isolation and boredom. Yet the resulting tension and fatigue may aggravate other family problems.

Our problems are quite likely to center around the children. For much more is expected of parents today than yesterday—in nutrition, for example, and in the care of children's physical and mental health. Consequently many parents feel a continuous anxiety lest they fail to provide what is now regarded as essential for all children.

Most parents, as we know, have given up the traditional practices of authoritarian child care and coercive discipline, with its often formidable punishment. As a result they are being scolded for the misbehavior of some children and adolescents—who, ironically, come most frequently from old-fashioned homes with traditional child-rearing practices!

Parents' Dilemma

It is clear, however, that we have not yet found effective replacements for the older methods. Parents are often confused and disturbed by the conflicting advice they receive, so they may feel anxious and guilty. "What have I done wrong?" they wonder. What a contrast to the parents of not too long ago, who worried lest their children go wrong but rarely had doubts about themselves!

Children and adolescents, too, even those from good homes, are showing signs of anxious disturbance. This can be expressed as misbehavior—vandalism or gang activities—or as personality problems with which parents cannot cope. Then there are the youngsters who display an unconscious desire to conform, which seems very discouraging for those who look to youth to be critical, if not rebellious, as in previous generations. How many of these disturbances in children and adolescents arise from the confusion and disorder around us, how many from the

breakdown of tradition, and how many from parental treatment is hard to decide.

Hence it looks as if modern parents are more troubled than ever before—and at the same time uncertain and confused about what they should do. On the one hand they are accused of abdicating their authority over their child. On the other they are blamed for stunting or distorting his personality, either by too severe discipline and too little love or by neglecting his many needs as an emerging personality.

Nor are adults less confused about their own lives. Many of them exhibit very questionable behavior and indulge in activities that appear highly undesirable, especially as models for youth. But not a little of this adult behavior may be seen as a desperate effort to reduce inner tensions and conflicts, to escape from corrosive anxieties that are generated by today's disorderly and conflicting social life.

Yet we cannot denounce such people as if they were uniquely bad and irresponsible. We must recognize the large, pervasive changes taking place not only in our culture but all over the world. Until recently people everywhere lived as a planned society—not deliberately planned and blueprinted but planned in the sense that they were guided by the unseen hand of tradition. No one was in doubt about what was required and what was prohibited, what was expected and what was permitted in all the varied activities of life (depending, of course, on each person's rank, class, position, wealth, occupation, and religious affiliation). People did not always live up to their responsibilities, but they were rarely in doubt about what their responsibilities were.

Today we are confused, unable to discover what to do as responsible persons in almost every area of living. We are confronted with innumerable choices and difficult decisions. Old boundaries of class, rank, and position have largely gone, and many people are struggling to gain a new status. Traditional masculine and feminine roles are changing. Men and women—and particularly adolescents—do not know what to do or what to expect of each other.

Then, too, family living is carried on in so many different ways. We are constantly speaking about "the" family, but there is no such thing as "the" family. There are many kinds of families. There are those in which the husband and father is away for days at a time—an airplane pilot, a conductor on a train, a truck driver. There are men who work all night—on newspapers, in industry, in the police or fire department. There are families in which both the husband and wife work and have different hours. So you see what an extraordinary thing family living is today. And part of our difficulty when we talk about it is that we are trying to bring under one name all the various designs for living in which men and women work, rear children, try to carry on.

Let us remember that we as a people are made up

of all the cultural stocks of Europe and some from other parts of the world. Despite Americanization these cultural backgrounds persist in our ideas and in our expectations. They persist in our self-images, our conceptions of masculinity and femininity, of what a husband and wife, a mother and father, a family and home should be. When a man and a woman from different cultural backgrounds marry, they often find it hard to relinquish their traditional beliefs.

New Roots—New Fruits

Not a few of our present-day problems of marriage and family living, of parent-child conflicts arise from these cultural differences. We are, however, attempting to resolve them and to create new patterns. Again it does not seem fair or just—and certainly not helpful—to scold and denounce those who are struggling with the traditional ideas, striving to find new patterns. Nor can we expect them to return to the past or to do better, without giving them some kind of understanding guidance. Can we, as John McMurray of England has suggested, see these human conflicts, these often tragic defeats, as the way new things are coming into society through people's suffering—as they struggle to escape from old patterns that are no longer acceptable?

Let us remember, too, that the family is the anvil upon which every current issue and conflict is being hammered out. This applies to directly imposed problems as well as to the policies, decisions, conflicts, and sometimes irresponsibilities in our economic, political, legal, social, religious, educational, and recreational life—all of which have a variety of impacts upon families.

Nor should we overlook the way almost all our organized institutions, schools, hospitals and clinics, business and industry, most government agencies, and professions set up their schedules and requirements, impose their demands, and then expect the family to "like it." They want to be able to operate as they wish, ignoring what they are doing to families. A few government agencies, to be sure, are concerned with working wives, with parents and children, but their efforts are quite limited in comparison with the impact of other governmental activities and policies as well as business and industrial practices.

Thus we see that families today face a new kind of peril and a new kind of intense frustration. And why? Because as *individual* families they can do so little in the face of these novel conditions and unprecedented requirements.

This is the first of two articles adapted from the masterly speech on the status of the family given by Lawrence K. Frank, mental health educator, at the National Congress' 1958 convention.

The BOOKS Were Waiting

VIRGINIA SORENSEN

Trails that lead from here to everywhere, from yesterday to tomorrow—all are waiting for your child in the world of books. Parents and teachers can help him claim his literary heritage.

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LAST SUMMER my husband and I followed the trail of some ardent and enterprising ancestors of ours from Omaha across the western plains. We kept visualizing not only the wagons of the main groups but the handcarts of later ones. One of my ancestors was very proud of having been one of those who pushed a handcart the whole distance. The carts were very small. It is amazing to think of how little they would carry and how that little was all these people had with which to start new lives in a new world. The few things they brought had to be very precious things, the absolute necessities of life.

But no matter what so-called necessities of life had to be discarded to make a place for books, some of the scanty space in the carts was set aside for them. These people were concerned with much more than bridge building and the care of cattle and the baking of bread. At every stop classes were quickly organized, teachers were relieved of everything else for their important duties with their pupils, and in the last light of day and even by candlelight mothers would read aloud to their children.

It is strange and wonderful to trace one's way of life, as I can, to the values that caused books to be carried so preciously in handcarts. These were the same values that caused libraries to be built later, even in little villages.

When my time for reading came, in a little Utah



farming town of fewer than eighteen hundred souls, the books were there waiting. All that was required of me was that I should go to the library and make my choices and carry them home to a secret place where I could be alone with the exciting adventures and people and ideas that waited on the pages. The joy of books was a heritage of incalculable value and one I have been at pains to carry on.

I remember one book that was so wonderful I had to fetch it to the table to read the funny "best parts" to the family. It was Christopher Morley's *Parnassus on Wheels*. What a dream—to go trundling through the countryside bringing poetry and stories to everybody along the road! I loved little Professor Mifflin's description of the "friends riding at his back—Hans Andersen and Tennyson and Thoreau and a whole wagonload"—and how he could hear them all talking as he rolled along.

Book Ends

But there was something even more. Professor Mifflin's books, wonderful as they were, were yet not flesh and blood and made him long for human companionship and understanding. He knew they were not meant to gather dust on Parnassus, but were for the service of men. And this became the real theme of that fine story—how books are meant to bring strangers together.

Isn't this part of the cultural human exchange we need—the exchange that must soon supplant the exchange of bullets and the use of force? For all the instantaneous communication and fast transportation nowadays, only a very small percentage of people can ever actually visit and linger and come to know people in other places. Books will continue to be the greatest means by which more people can come to know more people intimately. Reading is no spectator sport; one must take part in it, become involved in it.

Our tradition of books and respect for things of the mind is not so easily traced, perhaps, as our tradition of building and expanding in material ways. But it is there, coming down through the generations. The great-granddaughter of a man who considered books precious enough to push across the whole of Nebraska Territory in a handcart—how natural that she should center her life in books, in reading and writing!

There is an ancestress of the National Congress of Parents and Teachers—her name was the National Congress of Mothers—who left you with a great tradition in the same direction. At the first meeting of that Congress in February 1897, the mothers were told of the importance of bringing youth in touch with great literature. We can only guess how these mothers went away from the meeting with high resolves to read at home with their children and to bring good books into their houses.

My mother did not go to that particular meeting, but some of my best memories are those of quiet times in the evening, when I lay and listened to her, and sometimes to my father, reading the chapter for the night.

I remember when I first began to watch the books they read to us, when the symbols became alive for me, and later when my sisters and brothers and I began to take our turns at reading, while Mother sat gently rocking with her needle going in and out over a darning egg. Then, in the natural time for it, reading became a private world also, through which I would travel where I willed and at my own speed.

I don't think the importance of carrying on this tradition of growing from family to independent womanhood has changed in the least because Sputnik and the Vanguards are out there circling the earth, or because there exist instruments designed for instantaneous destruction.

Through a Child's Eyes

I have been thinking lately of something that happened when my two children were small, just about the time I was thoroughly launched in the P.T.A., with Beth in the third grade and Freddie in the first. It was the day of Pearl Harbor, a day we now realize changed the whole climate of human existence. I remember listening intently to the radio that day—and the growing horror. I forgot the children, that they

were watching us and listening. Everything in the house was as always, going to Sunday school, coming home to the smell of roast beef. Suddenly my little girl, Beth, said in alarm, "Mama, hadn't we better go right down and get our Christmas presents?" The world, the child felt, must be by all means got safely within the walls of the home.

This personalizing of an immense and general catastrophe is like what stories, at their best, can also do. And they personalize not only the catastrophes, but the goodness, the richness, the fabulous and fascinating interweavings of human relationships.

Part of the explanation for the flood of life, the "baby boom," that is currently the concern of educators and housing authorities and numerous others is this feeling that even if the world persists in teetering on the edge of a chasm, young people must not be cheated of their Christmas presents, of their right to experience good, sound things that are built upon the past and look to the future.

To my little girl I could say, and honestly, "Never mind, it will make no difference with our Christmas. We will have it just the same, and the presents are quite safe where they are." And we went to the country for the tree and brought out the trimmings from the boxes and the star for the top. We built a fire in the fireplace where stockings would hang, and put the small figure in the manger when the moment came. Were these things less real or less valuable because outside there was an impending storm?

Far from it. They were still more sweet, still more important. It seems to me that this is the general feeling about childhood by adults in our day. It seems a richer, a more precious time than it ever was before, truly a time, as Francis Thompson said so beautifully, when one is "small, fresh from the waters of baptism, believing in love and in loveliness and in belief."

In a time of vast changes it is more important than ever before to provide the tradition and the roots for our children, as well as to prepare them for the strange new world—stranger to those of our generation, of course, than it is to theirs.

No matter how few are the things we are permitted to take forward with us, books must continue to be a necessity of life—among the precious things.

*At a "Meet the Authors" hour during our recent convention, delegates had a chance to hear distinguished writers of children's books. Virginia Sorenson, who won last year's Newbery Medal for her book *Miracles on Maple Hill*, was introduced by Ruth Gagliardo as "a writer of books for both children and adults, mother of two children, a former P.T.A. member and officer, loyal friend, and a wonderful person." The preceding article is adapted from Mrs. Sorenson's address on that occasion.*

STUDY DISCUSSION PROGRAMS

Safe Launchings

Happy Landings

I. PRESCHOOL COURSE

Directed by Ruth Strang

"Can a Child Be Too Good?"
(page 7)



Points for Study and Discussion

1. Recall some child you have known whom other children called "goody-goody." What kind of a child was he? Why did the other children dislike him? What is the difference between being good and being "goody-goody"?

2. According to the author, which of the following kinds of behavior are characteristic of a good child? Which are characteristic of a too-good child?

- He never gives any trouble.
- He is learning to behave in a civilized and sensible way.
- He is very dependent on adults.
- At times he is boisterous and self-assertive.
- He finds his greatest happiness in the approval of adults.
- He shies away from children his own age or becomes subservient to them.
- He expresses himself freely, at times with strong feeling.
- He feels safer with grownups than with children.
- He shows signs of impatience with his parents' protection of him and his own dependence on them.
- He has an urge to do things his own way.

3. Why do adults like too-good children? In what ways do parents and teachers sometimes increase such children's passivity and overdependence?

4. Is it easy or difficult for the too-good child to meet the problems of adolescence successfully? Why?

5. Discuss the question raised by the author: "Isn't there room in the world for the peacemaker?" What are some of the possible consequences of a child's desire always to please others? Among those mentioned, which seem to you the most important?

- Anxiety over the possibility of losing the love of those on whom he depends.
- Feelings of inferiority because he is not developing his full powers.
- Failure to meet the normal problems of growing up.
- Lack of conviction and purpose as an adult.
- Lack of vividness and normal emotional response in his life.
- Extreme passivity.

6. "I was determined," said one young mother, "that my first child should grow up right. The one thing I didn't want was a spoiled child. I corrected her faults, urged her to learn many words, and showed her the right way to do everything. Now she's six, and I'm having trouble with her. She doesn't seem to want to learn. She waits for me to tell her what to do." Originally sponta-

neous, eager, and alert, this little girl had changed into a too-good child who was extremely passive. She would sit at the breakfast table without eating and take no initiative in getting ready for school. She stopped making any choices or doing anything on her own, for fear it would be wrong and bring forth her mother's disapproval. Underneath her compliant behavior was a good deal of hostility and rebellion she did not dare express.

Try to analyze this situation and apply the suggestions Mrs. Wolf makes to parents and teachers.

Program Suggestions

- Discuss the type of child who could truly be called good but not too good. Present all the observations and information available about such children. What conditions in their homes, especially the way their parents treat them, might account for their sensible behavior, for their freedom to express themselves in appropriate ways, and for evidence that they are sharing the responsibility for their own growth and development?
- Dramatize Mrs. Wolf's suggestions to parents and teachers in the form of several short skits. For example:

A mother is feeding her young child. Whenever he wants to take the spoon, she gives it to him and encourages his attempts to feed himself.

Another mother is giving a somewhat older child his choice of what he wants to wear or to play with. She says, "You don't have to ask me," and follows his plan, praising him for doing things all by himself.

• Ask members to read brief, interesting descriptions of child behavior fifty or a hundred years ago. These may be obtained from fiction, from biographies and autobiographies, and from collections of incidents about childhood like Walter de la Mare's *Early One Morning in the Spring*. Would we today consider such children too good? Why or why not?

• Ask an expert leader to conduct a panel discussion of parents on the question "Can a Child Be Too Good?" Try to include on the panel some fathers and mothers who feel strongly that the answer is "No" and others who have the point of view represented in the article.

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II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz
 "Science Makes the Grades"
 (page 15)



Points for Study and Discussion

- How do you explain the current interest in improving the study of science in the schools? Do any of these facts apply?
 - Our increasing need for engineers and other technicians.
 - Sputnik.
 - The greater mechanization of our homes, which means more upkeep and repair of equipment.
 - Our realization of the contribution science study makes to an understanding of our world.
 - Competition among nations for scientific achievement.
- The title of the article may suggest that getting science into the elementary school has been difficult. Did you study science when you were in elementary school? If so, what was it called? Did you do any of the following things?
 - Collect and classify wild flowers.
 - Make a collection of rocks and minerals.
 - Cut out pictures of birds and paste them into notebooks.
 - Keep a daily record of the weather.
 - Try out seeds in different soils and under different growing conditions.
 - Experiment with different foods for white rats.
 - Discover the effect of a magnet on different substances.
 The first four activities listed are typical of the "nature study" programs of some years ago. The last three are typical of modern science programs, which center on finding the answers to everyday problems and understanding the underlying principles.
- Dr. Ojemann states the purposes or values of elementary science in several different ways. Which seems most meaningful to you? If your child has a science textbook, or if you have seen a statement of the goals of science study for your child's grade, select several that are similar to those named by Dr. Ojemann.
- The article describes the scientific learning that took place in a class where the teacher made a jack-o'-lantern. In another primary class a science lesson occurred when a child brought a milkweed plant to school. What advantages are there in using such situations to develop an understanding of scientific principles? Might there be disadvantages if the teacher waited for situations like these to happen or if science study were limited to

making use of incidental occurrences? What combination of advance planning and incidental teaching would be ideal?

5. We hear a great deal nowadays about vast research programs in which experiments are going on in atomic energy, in heart surgery, in chemical agriculture, in food preparation and preservation, in chemically made fibers, and so on. What does the author say an experiment is? Another definition is this: "An experiment is setting up procedures to find out something about materials or forces and following through to see what results." (*Experimenting in Elementary Science*. Education Briefs No. 12. U.S. Office of Education, State and Local School Systems, Washington 25, D. C.) Have you or members of your family carried on some experiments recently that helped all of you to develop a scientific understanding?

6. The author says, "There are countless ways in which the parents of grade-school youngsters can help them learn how the world operates." Then follows a series of do's and don'ts. Would you add others?

7. Vacation is an excellent time for science experiences. Did the past summer provide some especially good ones for your child?

8. What is the connection between learning about natural science and learning about social science?

Program Suggestions

This topic lends itself well either to an open meeting for the whole association or to your own discussion group. The general theme for the meeting might be "Our Boys and Girls Learn Science," and a panel of six or eight persons could be asked to speak on these subjects:

Science study in our elementary school.
 The science books and magazines our school provides.
 Science opportunities in the high school.
 Young experimenters and their discoveries (report of several recent classroom experiments).

How boys and girls learn science in their organizations (cub scouts, Camp Fire Girls, school clubs, and so on).

Opportunities for science experiences in our community (museum, arboretum, experimental farm, glass factory, electric power plant, and so forth).

On the other hand, if your group is impressed by the author's emphasis on how parents can foster children's interest in science, you might wish to concentrate on "Parents Need To Know Their Scientific World." In that case a talk by some authority on medical research, on the International Geophysical Year, on science fiction, on amateur astronomers, on science teaching and research in other countries, or on some similar topic might be fascinating to hear and interesting to discuss in a general question-and-answer period.

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III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"What Texas Knows About Youth" (page 22)

Points for Study and Discussion

1. How fortunate you are to have this advance report of the Texas Cooperative Youth Study! In it the concerns, attitudes, and interests of youth in the realm of personal and family living are analyzed. Some 13,000 high school boys and girls, from communities of all sizes and from homes of all kinds, were studied, using a variety of research methods. This, then, represents a *horizontal* study of youth; that is, it studies a large number of young people within given age and grade limits. Other examples of horizontal studies of adolescence are the Purdue Opinion Panel reports, the Gilbert Youth Research studies of recent years, and the classic Maryland youth study published in 1938 as *Youth Tell Their Story*.

Longitudinal studies, such as those carried on at the University of California, differ from *horizontal* ones in that they study a smaller group of young people over a long period of time—to watch the development of the individual child before, during, and after adolescence. Both horizontal and longitudinal studies give valuable facts that can greatly help us understand our growing boys and girls.

Have recent studies of youth been conducted in your state? If so, can you obtain summaries of their findings for your study-discussion group this year? If not, you may assume, as do the authors of your article, that Texas young people do not differ greatly from those in other parts of the United States.

2. Why do you suppose young people are so greatly interested in getting along with others, controlling one's temper and one's fears, and understanding behavior in oneself and others; whereas they show relatively little interest in installment buying, planning nutritious meals, making over clothes, the emotional problems of young children, and knowing what is needed in a baby's layette? Do you feel (with us) that (1) adolescents are ready for understanding themselves and others and are working hard at coming to terms with themselves as developing human beings; and (2) babies and running a household are interests that come later, when young people are married and in homes of their own? What does this imply for the subject matter taught in high school classes and units in homemaking and family living? In what areas might we expect youth's cooperation in the family to be the greatest?

3. In this study, as in others, the education of parents is found to have a very important relationship to the attitudes and problems of youth. Review what your authors report about it and discuss why the parents' education seems to be so influential. Do you think that parents who continue their study and education after they leave

school might differ from those who now "never crack a book"? Why?

Program Suggestions

• List on the blackboard the major findings of the Texas Cooperative Youth Study as reported in the article. Discuss the trends revealed by the data and their implications. Your list will look something like this:

1. High school boys are more pessimistic than girls are about society today.

2. City youth are more disturbed about the present state of affairs than are those from smaller places.

3. High school girls are more democratic and cooperative in their attitudes toward discipline than are boys the same age.

4. Boys tend to be more authoritarian than girls.

5. Younger teens (ninth- and tenth-graders) have more authoritarian attitudes as well as more resentment toward parental control than do older teen-agers.

6. There is more criticism of education among boys than among girls, more among those from larger families than among those from smaller families, and among those with poor academic records than among good students.

7. Girls are more critical of their own age group than are boys.

8. Students with homemaking education are less critical of their own homes than those with no such specific training.

9. Three out of four (73 per cent) Texas young people say it is their duty to care for their parents when they grow old.

10. Young people feel strongly that parents should not sacrifice everything for their children.

11. Forty per cent of these high school students have mothers who work outside their homes; the same percentage believe that mothers should work.

12. Seventy per cent of the young people say that shopping, homemaking, and housekeeping should be shared activities in the family.

And so on through the rest of the article . . .

• Compare some of the major findings of this study with *Youth Tell Their Story*, the American Youth Commission report of 1938 (Howard Bell, editor); with recent reports of the Purdue Opinion Panel of American high school students, as published in Remmers' and Radler's *The American Teenager*; and with Ruth Strang's *The Adolescent Views Himself*. (See "References.") Discuss the similarities and differences between these four youth studies.

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MOTION PICTURE previews



PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

FAMILY

Suitable for children if accompanied by adults

Light in the Forest—Buena Vista. Direction, Herschell Daugherty. Based on Conrad Richter's novel about prerevolutionary days, this picture tells of a white boy, reared as the son of an Indian chieftain, who has trouble adjusting to his family and village when he is forcibly returned. The settings are authentic, but there is a lack of comparable quality in characterization, script, and dramatic composition. Leading players: James MacArthur, Fess Parker, Jessica Tandy.

Family 12-15 8-12
Fair Fair

Rock-A-Bye Baby—Paramount. Direction, Frank Tashlin. A famous movie star persuades a former sweetheart to care for her triplet infants. The ensuing problems of the anxious, bungling, oh-so-well-meaning young man, of course, are legion. Jerry Lewis finds time to sing a number of songs. Leading players: Jerry Lewis, Marilyn Maxwell.

Family 12-15 8-12
Jerry Lewis fans

The Sheepman—MGM. Direction, George Marshall. In this film a trite western plot about a stubborn sheepman battling cattle-men for grazing ground is turned into a delightful farce. The cast is excellent, and the director keeps the story line tight. Leading players: Glenn Ford, Shirley MacLaine.

Family 12-15 8-12
Enjoyable Enjoyable Enjoyable

Snowfire—Allied Artists. Direction, Dorrell and Stuart McGowen. The story of a little girl who makes friends with a wild white horse, prevents her father from branding him, and keeps the animal from being captured by brutal cowmen. The film has some defects (such as violence and sugary characterizations), but these are undoubtedly due to lack of experience on the part of the amateurs who wrote and produced it. Leading players: Mike and Molly McGowen.

Family 12-15 8-12
Fair Fair

South Seas Adventure—Warner Brothers. Direction, Carl Dudley. For stay-at-home tourists who yearn to sail the southern seas, this de luxe travelogue in Cinerama is made to order. The islands visited include Hawaii, Samoa, the Fiji Islands, New Zealand, and Australia. Orson Welles is chief commentator.

Family 12-15 8-12
Very enjoyable Interesting With interpretation

ADULTS AND YOUNG PEOPLE

Another Time, Another Place—Paramount. Direction, Lewis Allen. A soap opera built around the sufferings of Lana Turner as an American correspondent in wartime London. When she learns of the marriage and death of her lover, she conceals her identity and goes to live with his widow and child. Leading players: Lana Turner, Glynis Johns.

Adults 12-15 12-15
Matter of taste No No

Badman's Country—Warner Brothers. Direction, Fred F. Sears. Wyatt Earp, Bat Masterson, and Buffalo Bill Cody join ex-U.S.

Marshal Pat Garrett in his efforts to foil a big bank robbery. A well-acted western, with good photography. Leading players: George Montgomery, Karin Booth.

Adults 12-15
Western fans Western fans Western fans

The Bravados—20th Century-Fox. Direction, Henry King. Rancher Gregory Peck, consumed by revenge, stalks four outlaws who, he has been told, attacked and killed his wife. He brutally kills three before he realizes that they are the wrong men. Leading players: Gregory Peck, Joan Collins.

Adults 12-15
Adult western Mature No

The Camp on Blood Island—Columbia. Direction, Val Guest. Prisoners in a Japanese prison camp in Malaya must keep the knowledge of Japan's defeat a secret. Otherwise the colonel in charge of the camp will carry out his threat to murder the inmates and raze the camp. Leading players: Carl Mohner, Andre Morell.

Adults 12-15
Matter of taste No

Colossus of New York—Paramount. Direction, Eugene Lourie. A scientist keeps the brain of his genius son alive after death so that the youth may complete experiments that will enrich the world. The mind in its robot casing, however, goes berserk from loneliness and starts destroying people. Leading players: John Baragrey, Mala Powers.

Adults 12-15
Mediocre science fiction

Dangerous Youth—Warner Brothers. Direction, Herbert Wilcox. Juvenile delinquents in British pictures are of a gentler breed than those in American films. This fundamentally sympathetic story describes the career of one of the "Dingle Boys," a rebellious youth who is involved in an army killing by a jealous gang member but is saved by the good offices of an army chaplain. Leading players: Frankie Vaughan, Carol Lesley.

Adults 12-15
Fair Fair

Desert Hell—20th Century-Fox. Direction, Charles Marquis Warren. A vague little adventure story in which a Foreign Legion patrol is harassed by wild Tuareg tribesmen as it tries to prevent these guerrillas from killing a holy man and starting a holy war. Leading players: Brian Keith, Richard Denning.

Adults 12-15
Poor Poor Poor

Dunkirk—MGM. Direction, Leslie Norman. A simple, moving, if somewhat piecemeal dramatization of the Dunkirk story. It depicts the blind retreat of a handful of bewildered but spunky British privates and the heroic actions of individual British civilians. Leading players: John Mills, Robert Urquart.

Adults 12-15
Good Good Good

Edge of Fury—United Artists. Direction, Robert J. Gurney, Jr., Irving Lerner. A study of a disturbed and lonely young man who is unable to secure psychiatric help. His pathetic, obsessive adoption of a family of three—a mother and two daughters—leads to his rejection by the older daughter and then to murder. Leading players: Michael Higgins, Lois Holmes.

Adults 12-15
Well produced No No

The Fly—20th Century-Fox. Direction, Kurt Neuman. A real science-fiction shocker. A scientist disintegrates matter, projects it through space, and then reassembles it. Unfortunately,

in trying the experiment on himself, he fails to notice that he has a fellow traveler—an innocent housefly—and thereby hangs a tale of grim misfitting. Leading players: Patricia Owens, Al Heidson, Vincent Price, Herbert Marshall.

Adults 15-18 12-15
Excellently produced For fans of horror films **Mature**

Fort Massacre—United Artists. Direction, Joseph M. Newman. A hate-crazed cavalry sergeant (his family was destroyed by the Apaches) leads a small detachment of soldiers into endless conflicts with the Indians. Beautiful photography of the cliff-dweller country. Leading players: Joel McCrea, Forrest Tucker.

Adults 15-18 12-15
Unusually gory western Poor No

Gang War—20th Century-Fox. Direction, Gene Fowler, Jr. A gangster melodrama in which a young schoolteacher, witness to a gang killing, is pressured by both the police and the criminals. Ugly brutality is interlaced with broad humor. Leading players: Charles Bronson, Kent Taylor.

Adults 15-18 12-15
Brutal gangster picture No No

Gideon of Scotland Yard—Columbia. Direction, John Ford. John Ford's fine directorial touch is in evidence in this bright, fast-paced film of a "typical" day in the life of Inspector Gideon of Scotland Yard. Although his calendar is crowded as usual with cases of bribery, robbery, and murder, Gideon remains calm and unperturbed as always (well, nearly always). Leading players: Jack Hawkins, Dianne Foster.

Adults 15-18 12-15
Very good Very good Very good

Gunman's Walk—Columbia. Direction, Phil Karlson. Powerful characterizations of a father and son, in an age when law and order were developing in the West, form the basis of this unusual western. A well-constructed film, with excellent photography. Leading players: Van Heflin, Tab Hunter.

Adults 15-18 12-15
Mature western MATURE Very mature

The Haunted Strangler—MGM. Direction, Robert Day. Boris Karloff in a nineteenth-century horror piece enacts a Dr. Jekyll type of criminal. Settings in the barbaric prisons and insane asylums of the Edwardian age add to the chills. Leading players: Boris Karloff, Anthony Dawson.

Adults 15-18 12-15
Matter of taste Pretty horrible No

High School Confidential—MGM. Direction, Jack Arnold. A cheaply sensational exposé of narcotics peddling in high schools. Posing as a delinquent senior, a government agent seeks to discover the identity of the higher-ups who sell narcotics to the high school peddlers. Characterizations are inept or crude. Leading players: Russ Tamblyn, Jan Sterling.

Adults 15-18 12-15
Bad No No

Horror of Dracula—Universal-International. Direction, Terence Fisher. Handsomely produced and impeccably underplayed by an excellent British cast, this film depicts the grotesque and macabre adventures of Count Dracula in his lonely Carpathian castle. Finally a scientist, steeped in vampire lore, applies the magic that ends Dracula's career. Leading players: Peter Cushing, Michael Gough.

Adults 15-18 12-15
Well-done thriller Mature Mature

Hot Spell—Paramount. Direction, Daniel Mann. The central figure in this sober, brilliantly acted study of a New Orleans family is "Mom," played by Shirley Booth. Too timid and self-centered to hold the virile man she married, Mom tries to pretend there are no problems to face. By sweetness and gentleness at all costs—even at the expense of her three children's welfare—she attempts to reduce her husband's vitality to her own passive level. Anthony Quinn engenders sympathy for the troubled guilt-ridden husband, and Miss Booth's perceptive portrayal expresses far more than the rather glib words of the script. Leading players: Shirley Booth, Anthony Quinn.

Adults 15-18 12-15
Extremely interesting Possibly too mature No

I Married a Woman—Universal-International. Direction, Hal Kanter. George Gobel's type of boyish spoofing has heavy going in this slow-moving farce about the advertising business. As an account executive he must come up with a new advertising gimmick or lose the firm's most important account. Leading players: George Gobel, Diana Dors.

Adults 15-18 12-15
Not very funny Mediocre Mediocre

Imitation General—MGM. Direction, George Marshall. A World War II comedy in which soldier-hero Glenn Ford dresses up

in his dead general's stars to hold an Allied outpost surrounded by Germans. Such mad stunts as putting tin hats on periscopes and mud on windows of oncoming tanks indicate the prevailing type of humor. Leading players: Glenn Ford, Red Buttons.

Adults 15-18 12-15
Matter of taste

Indiscreet—Warner Brothers. Direction, Stanley Donen. The charm and personality of two seasoned stars give entertainment value to this thin farce. Ingrid Bergman, a famous actress, falls in love with Cary Grant, an American in London. Their affair flows smoothly, unhampered by the fact that he is (he says) a married man. The plot froths up when the indignant Miss Bergman learns that he is actually a bachelor. Leading players: Cary Grant, Ingrid Bergman.

Adults 15-18 12-15
Smoothly produced No No

The Key—Columbia. Direction, Carol Reed. A vivid, haunting picture of the suicidal role that British rescue tugs played during World War II. The men who commanded the tugs are etched in sharp, telling vignettes. Sophia Loren is a dazed young woman who transfers the affections she felt for her fiancé captain to a series of hapless officers headed for a similar fate. Leading players: Sophia Loren, William Holden, Trevor Howard.

Adults 15-18 12-15
Excellent in part Mature No

King Creole—Paramount. Direction, Michael Curtiz. In the sordid New Orleans underworld, Elvis Presley struggles against hoodlums and gangsters to become a successful popular singer. Leading players: Elvis Presley, Carolyn Jones.

Adults 15-18 12-15
Matter of taste No No

The Law and Jake Wade—MGM. Direction, John Sturges. Robert Taylor, law-abiding sheriff and ex-gumman, rides out to rescue an old pal, outlaw Richard Widmark, from the gallows. Thus begins a series of events that almost destroy his new life—and his sweetheart. Leading players: Richard Widmark, Robert Taylor.

Adults 15-18 12-15
Matter of taste Mature Poor

The Lone Ranger and the Lost City of Gold—United Artists. Direction, Lesley Selander. In their pursuit of evildoers the Lone Ranger and Tonto become involved in a search for a "Lost City of Gold." Plenty of hard riding and some violence. Leading players: Clayton Moore, Jay Silverheels.

Adults 15-18 12-15
Poor Mediocre Mediocre

Maracaibo—Paramount. Direction, Cornel Wilde. An adventure tale of oil-well fire-fighting on Lake Maracaibo, Venezuela. Hero Cornel Wilde in frogman attire descends into the burn-



The stirring days of the French Revolution are re-created in a new film version of *A Tale of Two Cities*, reviewed on page 40.

ing lake to battle the blazing oil. Mediocre acting and dialogue. Leading players: Cornel Wilde, Jean Wallace.

Adults 15-18 12-15
Routine adventure story **Routine** **No**

The Naked Earth—20th Century-Fox. Direction, Vincent Sherman. The unusual setting of this film is the sun-scorched wilderness that borders a crocodile-infested river in Central Africa. The dynamic portrayal of a Frenchwoman who comes to grips not only with the land but with the man who has strangely come to share it with her makes this a distinctly out-of-the-ordinary film. Leading players: Juliette Greco, Richard Todd.

Adults 15-18 12-15
Good **Mature** **No**

Once Upon a Horse—Universal-International. Direction, Hal Kanter. Lacking any sense of timing, this poorly written horse-opera burlesque tells the story of two would-be desperados who rustle cattle in order to buy a saloon and "go straight." Leading players: Dan Rowan, Dick Martin.

Adults 15-18 12-15
Poor **Poor** **Poor**

Portrait of an Unknown Woman—Universal-International. Direction, Helmut Kautner. On the painting of an unclothed figure, to be hung in an art gallery, an artist superimposes the face of a living woman—one he had casually sketched from the audience at the ballet. A hornet's nest of scandal and divorce is stirred up before he is able to straighten matters out. German film with dubbed-in English dialogue. Leading players: Ruth Leuwerik, O. W. Fischer.

Adults 15-18 12-15
Fair **No** **No**

The Revenge of Frankenstein—Columbia. Direction, Terence Fisher. This British chiller puts horror on ice and serves it up properly in elegant Victorian settings. Baron Frankenstein is at work again, this time constructing a new body for a crippled handyman. And again a monster arises who must be destroyed. Leading players: Peter Cushing, Eunice Gayson.

Adults 15-18 12-15
Pretty strong fare **No** **No**

Sierra Baron—20th Century-Fox. Direction, James B. Clark. A villainous promoter kills a Spanish landowner and begins to sell off some of the dead man's acres to innocent settlers. The villain's gunman, however, transfers his loyalties when he encounters the remaining members of the aristocratic Spanish family, including daughter Rita Gam. Attractive western backgrounds. Leading players: Brian Keith, Rita Gam.

Adults 15-18 12-15
Routine western **Routine** **Routine**

The Snorkel—Columbia. Direction, Guy Green. No one will believe twelve-year-old Mandy Miller when she declares that her stepfather murdered her mother. The girl is forced to secure the proof herself by fighting singlehanded against a cold-blooded, resourceful criminal. Good photography, restrained acting, and skillful timing make a satisfying mystery thriller. Leading players: Mandy Miller, Peter Van Eyck.

Adults 15-18 12-15
Good mystery **Good mystery** **Possibly tense**

Space Children—Paramount. Direction, Jack Arnold. Scientists working on the launching of the first satellite with a warhead are asked to bring their families to the army base. As the children are playing together one day, they discover a strange object that has fallen from the sky. It talks to the children, and they enter a mysterious conspiracy with it. All over the world, in strategic rocket areas, other groups of children enter similar conspiracies. A nice idea for a satire is worked out unimaginatively. Leading players: Michele Ray, Adam Williams.

Adults 15-18 12-15
Routine **treatment of an interesting theme**

Space Master X-7—20th Century-Fox. Direction, Edward Bernds. According to current science fiction, when astral spores floating harmlessly through outer space strike the earth's atmosphere, they develop into a slimy growth that soon menaces all other life on earth. This film details the urgent search made by authorities to discover the identity of a girl who may have picked up some of the spores. Leading players: Bill Williams, Lynn Thomas.

Adults 15-18 12-15
Routine **science fiction**

A Tale of Two Cities—Rank Organization. Direction, Ralph Thomas. Charles Dickens' famous tale of the French Revolution is skillfully and affectionately retold in excellent black-and-white photography. Dirke Bogarde savors Sydney Carton's brilliance, cynicism, and self-pity, and makes his final self-

sacrificing gesture restrained and oddly touching. He is supported by a fine cast. Leading players: Dirke Bogarde, Dorothy Tutin, Cecil Parker.

Adults 15-18 12-15
Good **Excellent** **Mature**

Ten North Frederick—20th Century-Fox. Direction, Philip Dunne. This adaptation of John O'Hara's novel turns out to be the story of a matriarch gone sour, with Gary Cooper, the gentle and put-upon husband, merely tolerating it. After a brief moment of happiness in a romance with his daughter's charming roommate, he quietly fades away in a gentlemanly alcoholic haze. A pallid, sentimental production, well acted and directed. Leading players: Gary Cooper, Diane Varsi, Suzy Parker.

Adults 15-18 12-15
Weak **Weak** **Mature**

The Thing That Couldn't Die—Universal-International. Direction, Will Cowan. A young girl discovers an old buried chest and inside it finds the severed but still lively head of one of Sir Francis Drake's compatriots. Its hypnotic eyes force her to find its buried body, with disastrous results. Poor treatment makes for an unthrilling thriller. Leading players: Andra Martin, William Reynolds.

Adults 15-18 12-15
Poor **Poor** **Poor**

This Angry Age—Columbia. Direction, René Clement. Beautifully photographed in Thailand, this is a tale of repressed and ill-understood passions and tensions growing out of a mother's attempts to keep her grown son and daughter tied to her. Settings include lowland country, where the mother struggles to create a successful rice plantation, and a large Thai city to which the son flees. Well written and acted, sensitively directed. Leading players: Anthony Perkins, Silvana Mangano, Jo Van Fleet.

Adults 15-18 12-15
Absorbing screen drama **No** **No**

Thunder Road—United Artists. Direction, Arthur Ripley. Gangsters invade hillbilly territory in Kentucky to plague the moonshiners, who are already sufficiently bothered by the "revenants." Robert Mitchum, fearless whisky runner, struggles desperately to keep his younger brother out of the hazardous occupation. Leading players: Robert Mitchum, Gene Barry.

Adults 15-18 12-15
Matter of taste **Mature** **No**

Thundering Jets—20th Century-Fox. Direction, Helmut Dantine. An interesting military picture outlining the training of jet pilots. Less interesting is the personal story about an unhappy instructor and his problems with his students. Leading players: Rex Reason, Dick Foran.

Adults 15-18 12-15
Mediocre **Mediocre** **Mediocre**

Toughest Gun in Tombstone—United Artists. Direction, Earl Bellamy. George Montgomery, captain of the Arizona Rangers, masquerades as a gun fighter in order to track down the leader of a band of terrorizing outlaws in Tombstone. Leading players: George Montgomery, Jim Davis.

Adults 15-18 12-15
Routine **Routine** **Routine**

Vertigo—Paramount. Direction, Alfred Hitchcock. An off-beat Hitchcock mystery. James Stewart, an ex-police detective, is hired by a wealthy shipowner to shadow his lovely wife, who has been acting strangely. Tantalizing suggestions of the supernatural are interwoven into the story as the woman seems to become identified with a tragic and glamorous ancestress. Beautiful panoramic backgrounds of San Francisco. Leading players: James Stewart, Kim Novak.

Adults 15-18 12-15
Interesting mystery **Interesting mystery** **Mature**

The Vikings—United Artists. Direction, Richard Fleischer. A grandiose, burlesque-type spectacle of the brutalities of Viking life in the eighth and ninth centuries as modern sensation seekers might like to imagine them. Color photography of fords and of Viking ships gliding through pearly mists is beautiful. However, the shaggy, heavily bearded "Vikings" look simply absurd, and their endless violence is boring. Leading players: Kirk Douglas, Tony Curtis, Janet Leigh.

Adults 15-18 12-15
Matter of taste **Poor** **Poor**

Wink of an Eye—United Artists. Direction, Winston Jones. An unusual and cleverly plotted little thriller about a timid, brown-beaten perfume chemist who is also a frustrated vivisectionist. Leading players: Jonathan Kidd, Doris Dowling.

Adults 15-18 12-15
Good thriller **Good thriller** **Mature**

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